Priority School Plan – Pierre Laclede Elementary School

I. School Overview

In 2012, Pierre Laclede Elementary School began a transformation. The new principal began implementing a rigorous and dramatic approach to transforming the school's culture and systems for improving instruction. She focused intensively on using data to drive instruction, positive behavioral interventions, and family and community outreach.

The District's plan for accelerating the transformation already begun at Laclede Elementary will provide the school leadership team with extra capacity to rapidly improve student achievement.

II. District Needs Analysis Process and Findings

This School Improvement Grant (SIG) application process comes at the heels of a year-long comprehensive continuous improvement process St. Louis Public Schools (SLPS) has been implementing for each of its Priority schools. Since the announcement of the Priority schools designation by the Department of Elementary and Secondary Education in summer 2012, the SLPS Office of Academic Services has been providing extra support, guidance, and monitoring to the ten Priority schools. A critical feature of this approach has been a frequent process of rigorous data and program analysis. Once the SIG eligibility was announced, district staff were in a good position to build on the culture of data-based decision making and conduct a more thorough needs assessment with each principal after one year of Priority school implementation.

Sources of Data Analyzed

In conducting a needs assessment of the Priority schools, SLPS had no shortage of data to analyze. The following is a list of the sources of data used to analyze the causes for chronic underperformance at each Priority school:

- **Student Performance**
  - 4-Year trends in MAP performance on all tested subjects: MPI values, % Prof/Adv/Below Basic/Basic, End of Course Exams, APR Reports
  - Formative and Benchmark Assessments: Acuity, Benchmark, STAR Math/Reading, Pearson Success Net, Accelerated Reader
  - College Readiness Assessments: Advanced Placement participation and performance, ACT, COMPASS, ASVAB
  - Student Grades/Report Cards
  - Disaggregation by grade, gender, race, income, and special education status
- **Curriculum Development/Learning Management**
  - Curricular materials and lesson plans
  - Frequent classroom observation and instructional walkthrough data performed by school leadership and district staff
  - Processes for interim assessment analysis and action planning based on the results
  - Tiered intervention system
  - Quality of tutoring programs
- **Professional Development**
  - Professional development activities, # of hours, job-embedded, % participation, frequency of grade-level meetings etc.

  - Use of common planning time and opportunities for collaboration (e.g., data teams, professional learning communities, etc.)
  - Processes for developing and implementing improved instructional strategies (e.g., re-teaching, remediation, and small group differentiation)
  - Instructional coaching implementation and effectiveness
  - Teacher feedback surveys about usefulness of professional development activities
- **Safe, Secure, and Engaging Environment**
  - Attendance rates: average daily attendance, overall attendance rate, average number of days absent, % of chronic absentees, and % of high attendees
  - Discipline data: in-school suspension, out-of-school suspension, referrals, positive behavior incentive distribution, types of discipline infractions, etc.
  - Student perception data
  - Student mobility and retention data
  - Special education services across types of disability
  - Extracurricular and enrichment activities
  - Disaggregation by grade, gender, race, income, and special education status
- **Parent and Community Involvement**
  - Parent feedback surveys
  - Parent participation in school activities
  - Frequency and quality of home visits
  - Enrollment patterns
  - Partnerships with local businesses and organizations
  - Student participation in academic after-school activities
- **Information Technology and Data Management**
  - Use of instructional technology including computer-based assessments, adaptive learning software, etc.
  - School systems for collecting, organizing, and triangulating student performance data
  - Administrator systems for collecting, organizing, and triangulating teacher performance data
- **Human Resources**
  - Qualifications of all building staff: years of experience, licensing, % highly-qualified
  - Teacher attendance data
  - Teacher-specific classroom observation and instructional walkthrough data
  - Teacher evaluation data
- **Leadership and Governance**
  - Administrator evaluations and effectiveness
  - Building-level feedback about central office technical assistance
- **Fiscal and Budget**
  - School-level budgets: use of funds, allocations to programs, etc.
  - Donations from local organizations or other grants
  - Analysis of class size, teacher-to-student ratios, special education expenses

Throughout the 2012-13 school year, each Priority school provided reports to District staff about mid-year progress, strategies being implemented, and performance challenges. These presentations were helpful in guiding District assistance and were used as part of the Needs Analysis section for this grant.

While each school has its own configuration of strengths and challenges, an analysis across the Priority schools revealed common challenges that have informed the district's plan for turning around performance across the Priority schools. These *Common Priority School Challenges* include the following:

1. **Instructional quality is weak and inconsistent**. Instruction is not student-centered, rigor is low, there is lack of differentiation to effectively meet individual students' needs, and there is a lack of proactive strategies to increase student engagement.
2. **Students' time in school isn't being used to effectively intervene, remediate, and provide necessary academic support.** Students enter the school performing below grade level, which makes it difficult to catch up and the existing intervention model at the school does not help students adequately fill in gaps right away before students advance through the grades.
3. **Data is not being used purposefully and systematically.** Data is not used effectively to plan for instruction or interventions, nor is it being used to motivate staff and students. Teachers and students do not feel ownership over their data.
4. **School culture is not centered on high achievement and college and career readiness**. Students are not making connections between school, college, careers, and life goals and are not receiving appropriate academic interventions to strengthen their foundational skills, build grade-level content mastery, and prepare them for post-secondary success.

III. District Actions for Priority School Transformation

The strategies outlined in this section describe how additional funding through the federal School Improvement Grant (SIG) would initiate a transformation process at each Priority school and allow the school to meet the ambitious annual goals set forth for student performance. Strategies and context specific to each Priority school are included in Sections IV and V.

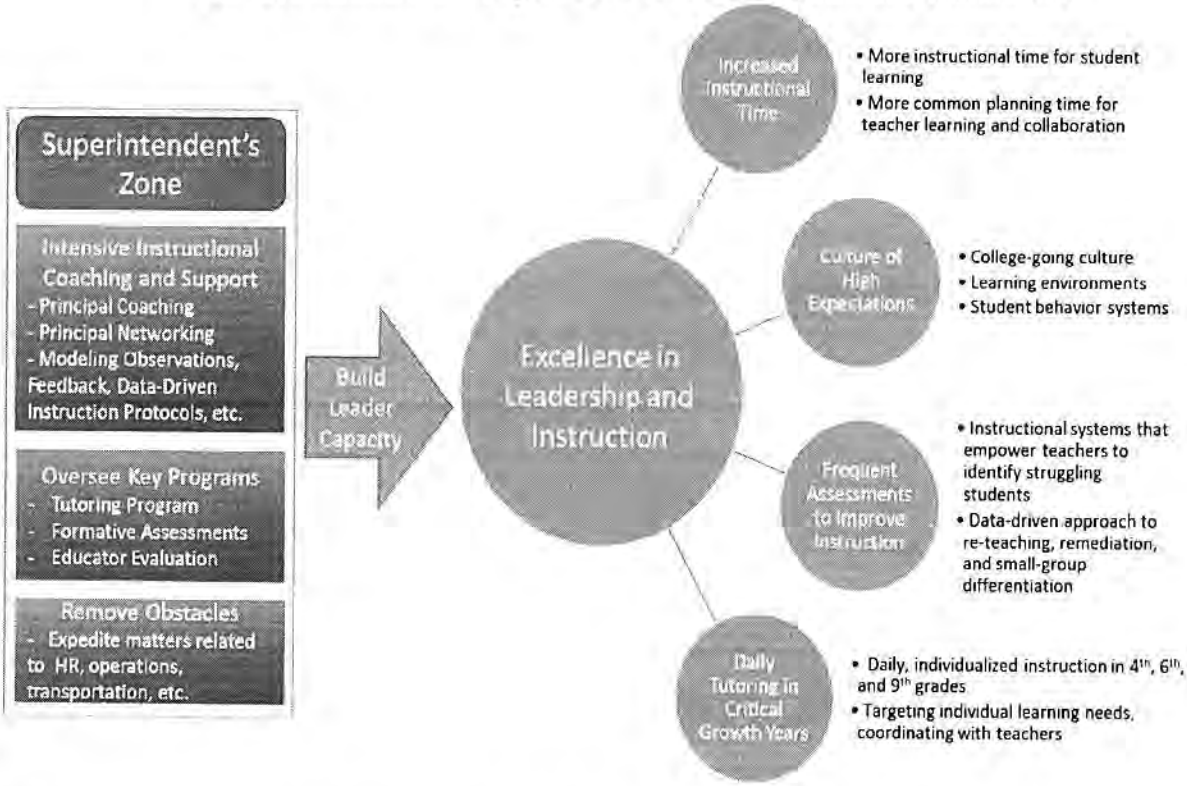
The St. Louis Public Schools (SLPS) has selected a research-based intervention model for each Priority school that will rapidly improve student performance while building district capacity to apply many of the same strategies to Focus schools in the district. The new Superintendent's Zone (more fully described in the LEA/District Actions section of this SIG application) intentionally applies the same core strategies across the eight Priority schools. These Five Turnaround strategies include:

1. **Excellence in Leadership and Human Capital:** SLPS will work with building principals to provide teachers with frequent, constructive feedback based on classroom observations from school administration that teachers can use to improve their instructional practices.
2. **High Dosage Aligned Tutoring/Double-Dosing Core Skills:** Classroom instruction will be supplemented with individualized tutoring during the regular school day. Students in 4th, 6th, and 9th grades will receive daily small group tutoring (student-to-tutor ratios of nor more than 4-to-1) in math or reading. In other grades, they will receive a "double dose" of the subject in which they are furthest behind.
3. **Increased Instructional Time:** Priority Schools will increase the time students spend on task and engaged in meaningful learning activities by re-working existing schedules to maximize learning time and extending the school year.
4. **A Culture of High Expectations and No Excuses:** SLPS Priority Schools will be staffed with personnel who believe in the ability of each child to learn and are committed to doing whatever it takes to make that learning occur. Every educator needs to be able, by training and temperament, to accelerate children's intellectual development and student achievement. Every educator must expect that 100% of students be performing at or above grade level and be in attendance 95% of days.
5. **Use of Data from Frequent Assessments to Improve Instruction:** SLPS Priority Schools will implement a coherent calendar of benchmark and interim assessments that track an aligned curriculum's standard scope and sequence throughout the school year to provide students, teachers,

tutors, and instructional leaders with accurate and timely information on each student's mastery of specific skills, allowing deficits to be quickly addressed.

Figure 4.1 outlines how the Superintendent's Zone structure and *Five Turnaround Strategies* come together as a coherent district framework:

4.1: Overview of SLPS Superintendent's Zone Turnaround Framework



The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on the core strategies of data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in effectively implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful.

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*.

While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

Crosswalk of Proposed Strategies with Transformation Model Requirements

Transformation Requirements	Objectives/Strategies
Replace principal	In 5 of the 8 Priority schools, the principal has been in place for two years or less; the principals will be replaced in the remaining three schools. Objective 2.1
Extend school year	2.3.3
Extensive professional development	1.1.3, 1.1.4, Objective 1.2, 2.1.2, 2.1.3, 2.1.4; Objective 2.3
Teacher performance evaluation based on student performance	2.4.1
Research-based instruction	1.1.3, 1.1.4, Objective 1.2, Objective 2.3, Objective 3.1, Objective 3.2
Continuous use of student data	Objective 1.2
Financial incentives for teachers tied to student performance	2.4.2
Enhanced family engagement	Objective 4.1
Local governance – principal training	Objective 2.1, Objective 5.1, Objective 5.2

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Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

Objective 1.1: Establish a culture of high expectations and no excuses *as evidenced by*

- Schoolwide goals will be set and communicated for student achievement, attendance, behavior, and college-readiness; and
- Surveys of staff, students, and families will indicate a growing sense of engagement and school pride.

- Strategy 1 (1.1.1): Establish a culture of high expectations and no excuses: All classrooms, libraries, hallways, lunchrooms, and any and all central and common locations frequented by students will reinforce high standards and school-wide academic goals. The school-wide and teacher-specific student achievement benchmarks and MAP goals that are set will be readily apparent in every room in each school. Teachers will be able to state the performance goals of each individual student. Students will be able to articulate their own performance goals for teach of their core classes. Progress toward these goals, at the student and class level, will be on display in every classroom. A two-day "Culture Camp" will be conducted on the first two days of school. Students will be

introduced to the new data tracking system as each school's academic and behavioral expectations, and set individual academic and behavioral goals.

- Strategy 2 (1.1.2): Establish a discipline, behavior, and consequence/reward system across the Priority schools: An overarching culture of respect will be developed. The discipline, behavior, and consequence/reward systems for the Priority schools will be consistent across grades, and clearly posted throughout the school. Teachers will be expected to adhere to consistent behavioral and academic expectations for all students. Misbehavior will be handled in a way that does not extensively disrupt a student's learning time, for example, asking disruptive students to work individually until they are ready to re-integrate into small group work.
- Strategy 3 (1.1.3): Provide professional development for staff focused on effective class management: All staff members will receive professional development in positive, proactive classroom management. Effective classroom management will be a criterion included in every teacher's evaluation cycle.
- Strategy 4 (1.1.4): Establish a system of tiered interventions for students at risk: A data system will be set up to track students' attendance and behavior, including disciplinary office referrals and suspensions. A Student Support Team will track this data and identify students in need of additional social-emotional and behavioral support.
    - Tier 1 interventions are provided by the classroom teacher using strategies presented during professional development and may include posted classroom rules, rewards for acts of respect, and family conference and behavioral contract signed by the principal, parent, teacher and student.
    - Tier 2 interventions are provided for small groups outside of the classroom setting and may include tutoring or group counseling sessions provided through partnerships with community social service agencies.
    - Tier 3 interventions will include individual counseling and tutoring services inside and outside the school
- Strategy 5 (1.1.5): Administer a student perception survey to encourage student voice: A growing body of research is confirming that student voice is useful to assess student culture as well as teacher quality. SLPS will identify a research-based survey instrument and administer it at least annually.

Objective 1.2: Use of data from frequent assessments to improve instruction *as evidenced by*

- 100% of core instructional teachers will utilize formative, interim, and daily assessments to track student mastery and plan for instruction; and
- 80% of classroom observations will reveal teachers implementing instructional strategies consistent with data-team action plans.

- Strategy 1 (1.2.1): Administer formative assessments in math and communication arts: Formative assessments aligned to each school's curriculum and scope and sequence will be administered to students every four to six weeks to assess academic progress. Based on progress, students will be periodically reassigned into and out of interventions. For students who are assessed as proficient, extra time will allow for the addition of an engaging elective. Data reports will be generated for content teachers organized by, and aligned to, curriculum standards. Reports from the data will provide up-to-date, actionable data showing how students are performing on particular standards.

- Strategy 2 (1.2.2): Provide targeted professional development on planning instruction effectively around data: Training and support will be provided to support school teams in: 1) the use of data in goal-setting; 2) how to interpret data; and 3) how to use data to drive instruction. Each grade level will hold data team meetings so that they can use common time to analyze data as a team to determine how to best serve students. Data from formative assessments and classroom observations will be used to provide targeted feedback to teachers.
- Strategy 3 (1.2.3): Create schedule based on student needs: Achievement data will be used to make decisions on student grouping, grouping teachers for common planning and integrating interventions into schedules of students most in need. District support will be provided to assist in this process.

Goal 2: Highly Qualified Staff: Recruit, attract, develop and retain highly effective staff to carry out the District mission, goals and objectives

Objective 2.1: Recruit, attract, develop and retain highly effective school leaders *as evidenced by*

- 100% of Principal vacancies being filled with highly-qualified, experienced school leaders; and
- Each Priority school meeting its annual goals.

- Strategy 1 (2.1.1): Recruit, attract, and select highly-qualified, experienced school leaders: All Priority school principals will be assessed to ensure they have the capacity to effectively lead transformation in their schools. Across the Priority schools, the District will screen and select a transformational leader that will have a demonstrated track record in the following research-based best practices:
  - Commitment to and emphasis on spending significant time in classrooms;
  - Consistent and constant focus on results;
  - Use of data to monitor student progress and target specific areas for improvement;
  - Elimination of distractions to maximize time spent on instruction;
  - Alignment of professional development to school-wide goals and problems of practice;
  - Establishment of a cohesive culture among teachers and staff;
  - Experience reorganizing resources to attain achievement targets; and
  - Engagement of families in the education of their children

  For the three Priority schools where the principals are being replaced, the District will conduct a national search for experienced principals.
- Strategy 2 (2.1.2): Provide maximum budget and staffing flexibility to Priority school principals: Each Priority school principal will be provided with budget and staffing flexibility to create a financial plan and build a unified staff in which every member is committed to a common vision of success for every student. The principal may use this flexibility to create new staffing patterns, academic and behavioral supports, staff and student schedules, and a professional development plan, based on the flexibilities outlined in the AFT/SLPS MOU agreement.
- Strategy 3 (2.1.3): Provide intensive principal coaching on instructional leadership and effective implementation of the *Five Turnaround Strategies*: SLPS will facilitate bi-weekly coaching sessions with the principals to develop concrete plans for improving school culture, data use, scheduling, and instruction. These coaching sessions focus on improving school leadership and building collaboration among Priority schools. SLPS will support principals to improve the quality of their instructional team by providing guidelines and tools for regular classroom observations, feedback, and targeted professional development.

- Strategy 4 (2.1.4): Facilitate Superintendent's Zone Principal's Network Meetings: The District will bring Priority school principals together monthly for technical assistance and networking activities, with the goal of organizing a professional learning community to share effective practices, problem solve challenges, and troubleshoot obstacles.

Objective 2.2: Recruit, screen, and select highly-qualified experienced teaching staff *as evidenced by*

- 80% of newly-hired Priority school educators rated as "Proficient or Distinguished" according to the new educator evaluation system[1] by the end of each school year.

- Strategy 2.2.1: Recruit, attract, and select highly-qualified classroom teachers: In order to fill vacancies in the Priority schools, the District is working to identify a steady stream of committed and high-performing teachers who voluntarily sign on to the challenge of turning around schools in the Superintendent's Zone.

Objective 2.3: Provide focused professional development and coaching support to build school capacity for leveraging professional learning communities (PLCs) to effectively implement data-driven instruction *as evidenced by*

- 100% of grade-level teams will meet using structured protocols to discuss data and student work as professional learning communities (PLCs);
- 90% of teachers are modifying instructional practices as a result of goals set forth in common planning time and grade-level PLC meetings;
- 90% of classroom teachers have modified teaching strategies and techniques based on interactions with instructional coaches; and
- 90% of teachers self-report that coaches "provide useful guidance that improves my teaching".

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time: A robust professional development agenda will be annually provided to all Priority school staff.
  - Professional development will be focused on the *Five Turnaround Strategies* and key topics identified by principals and District staff.
  - Professional development will guide teachers on how to create lessons that are objectives-driven with measurable outcomes, how to input daily/weekly and monthly benchmark data into their data trackers, and how to use resulting reports to group students, assign interventions, adjust pacing, and communicate with students/families.
  - Each teacher will have an individual professional development plan that targets specific areas of growth.
  - Teachers will be grouped into professional learning communities (PLCs) and provided with regular common planning time (the amount to be determined by the principal and based on the MOU). The common planning time will focus on high-impact topics, including data-driven instructional improvement, looking at student work and teacher assignments, and

[1] The ratings of "Proficient or Distinguished" will be consistent with the standards released by the Department of Elementary and Secondary Education (DESE) in their *Missouri Educator Evaluation System*: http://www.dese.mo.gov/eq/documents/eq-ees-executive-summary.pdf.

standards-based lesson plan development. Teacher teams will maintain logs of meeting topics, decisions made, and progress of implementation.

- Strategy 2 (2.3.2): All teachers in Priority schools will use a standards-based common scope and sequence curriculum: Teachers in Priority schools will plan lessons based on what students are expected to know in order to do well on the MAP and other assessments. Benchmark goals will be set for every student, and students will know his/her benchmark goals. Teachers will be trained to use data trackers to track daily and weekly student-level progress toward each student's mastery of specific learning objectives.
- Strategy 3 (2.3.3): Provide increased instructional time and high-dosage differentiated, and tiered instruction: Each Priority school will extend the length of the school day and the school year. In order to ensure that extra time is used effectively, extending the school day will be phased in as follows: 10 additional minutes per day during the 2013-14 school year; 20 additional minutes per day during the 2014-15 school year; and 30 additional minutes per day during the 2014-15 school year. Each Priority school schedule will be audited to identify an additional 20-30 minutes a day of instructional time. During this extended time period, students who score Basic or Below Basic on the previous year's MAP in math or reading will be assigned to Tier 2 and 3 academic interventions. The primary intervention will be daily small group tutoring (no more than 4 students per tutor), delivered by trained tutors, that will address learning gaps. According to the Dobbie and Fryer study, high-dosage (full-time) tutoring yields the largest student learning gains in grades 4, 6, and 9; therefore these grades will be targeted for tutoring. Students in all other grades will receive double-doses of mathematics and communication arts instruction.
- Strategy 4 (2.3.4): Provide additional support for students with special needs: Our goal is to increase opportunities for all Students with Special Needs to be in inclusion settings. The District will assist Priority schools to design and develop IEP's detailing in which parts of the curriculum students can participate.
    - The process for identifying and assessing students for special education services will be a focus of August whole staff professional development.
    - Administrators, during formal and informal observations, will monitor staff members' implementation of IEP's and provide feedback and support.
    - Teams of SPED teachers will have common planning time each week during which time they will work to plan lessons, review and analyze student data and IEP's, create action plans, and discuss best practices. They will collaborate with general education teachers on the preparation of lessons to be taught in all classes and on assessments to be used.
    - Teachers and paraprofessionals will participate in professional development and support that is calibrated to meet the particular needs of teachers of Students with Special Needs.

Objective 2.4: Establish a comprehensive system for staff observation, feedback, and regular evaluation as *evidenced by*

- 90% of teachers self-report that they "are receiving sufficient feedback" from their supervisor; and
- 90% of teachers rated Proficient or Distinguished can articulate pathways for development and growth beyond the classroom.

- Strategy 1 (2.4.1): Implement an educator evaluation system that incorporates student growth beginning 2013-14: The District is currently finalizing the details of a new educator evaluation system that is consistent with the parameters of Missouri's model system, incorporates growth in student learning as one of multiple measures that gets factored in, and uses Charlotte Danielson's performance-based teacher evaluation rubric to evaluate professional practice. Consistent with Missouri law, implementation of the new system will begin in the 2013-14 school year for all schools with educator ratings being assigned in spring 2014.
- Strategy 2 (2.4.2): Retain and reward highest performing/high potential staff: SLPS will establish a system of evaluation and monitoring that will be used to identify high-performing/high potential staff members so that a plan can be implemented early to retain these staff members at the school. The District is currently examining the performance-based compensation structure being implemented in Baltimore City Schools as a model for rewarding teachers with mastery. Priority school educators will also be compensated extra for working longer hours and opportunities will be available for teachers to develop their leadership skills. This system is being negotiated locally and will begin implementation during the 2013-14 school year.

Goal 3: Provide and maintain appropriate instructional resources, support services and functional and safe facilities.

Objective 3.1: Curriculum in core subjects have aligned scope and sequence across the Priority Schools *as evidenced by*

- Examinations of curriculum maps and lesson planning documents.

- Strategy 3.1.1: Develop a Superintendent's Zone scope and sequence in core academic subjects: In order for more frequent benchmark assessments to be used across the Priority schools, curricular materials will need to be aligned in scope and sequence. Once a standardized and more frequent benchmark assessment system is developed, each Priority school will revise their instructional scope and sequence to ensure alignment.

Objective 3.2: Adequate and effective instructional and intervention materials are in place for every Priority school *as evidenced by*

- 90% of staff surveys confirm that instructional materials are sufficient to meet students' needs

- Strategy 3.2.1: Ensure that teachers have sufficient instructional materials and leveled libraries to meet students' needs: Part of the needs assessment with schools included an inventory with school leadership teams to ensure that curriculum materials and libraries are sufficient to meet student needs. Resources are being allocated to ensure that these needs are being met in each Priority school.
- Strategy 3.2.2: Provide schools with up-to-date instructional technology: In order to ensure students are Common Core ready, the Priority schools will need to provide access to computers and tablets to develop key areas of skill. Each Priority school will update their technology as needed to facilitate this transition.

Goal 4: Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational

Objective 4.1: Establish ongoing mechanisms for parent and family engagement *as evidenced by*

- 80% of parent surveys show that they understand what their child is supposed to do and needs to be working on in school

- Strategy 4.1.1: Improve communication with parents and families: District staff will work with school leadership teams to plan events and activities designed to foster parent and family involvement and to identify and support the cultural differences among school families. At the beginning of the school year, we will communicate with parents about the changes to the school and opportunities it will create for them to play an active part in their children's educational improvement.
- Strategy 4.1.2: Engage families as partners in the school transformation process: With the goal of improving student attendance and time on learning and reducing the truancy and suspension rates, families will be encouraged to participate as partners in the school. Some of these events will involve tutorials about how to understand student performance data. Student progress data will be shared with families on a regular basis through student data reports sent home and in-school family events where they are educated about how to understand their students' interim benchmark results and strategies to support future success.

Objective 4.2: Create structures for community organizations to add value and not distract from the school's mission *as evidenced by*

- Feedback from administrators, counselors, and social workers.

- Strategy 4.2.1: Create an inventory of community partners with relationships with each Priority school: In order to ensure that the existing community partnerships are adding value and not distracting from each Priority school's transformation, the District will catalogue each partnership and identify the purpose. Once this inventory is created, each partnership will be reassessed to ensure it is consistent with the school's priorities. If the assessment finds a lack of alignment with the school's priorities, the partnership will be phased down or discontinued entirely to ensure that staff time is spent most effectively.
- Strategy 4.2.2: Seek new community partnerships to address gaps in student services: Community resources vary from school to school, so the District will identify gaps in student services and identify partnerships to help address those student needs. Such partnerships may include out-of-school enrichment and athletic activities, services to address students' non-academic barriers to learning, or after school partnerships.

Goal 5: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the district.

Objective 5.1: Implement process to ensure 100% of Transformation requirements are met in reorganizing each Priority school by August 2013 *as evidenced by*

- Alignment with Transformation checklists.

- Strategy 5.1.1: Create monitoring and reporting structure to ensure compliance with Transformation requirements: District staff will include periodic check-ins with Priority school staff to confirm implementation of Transformation model components.

Objective 5.2: Reorganize District central office structures to ensure an effective, systemic, coherent leadership process is established *as evidenced by*

- Feedback from school leaders about the usefulness of the new Superintendent's Zone structure; and
- 100% of Priority Schools meeting annual goals after three years.

- Strategy 5.2.1: Create new Superintendent's Zone structure to ensure implementation of the Five Turnaround Strategies across the Priority Schools: The new Superintendent's Zone structure will be developed consistent with the description in this application and new District staff will provide the deep instructional support, high-dosage tutoring, central office "rapid response", and progress monitoring across the Priority schools.

Overview of School-Specific Implementation

The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful. In the individual school-level sections, we have listed the above strategies and provided additional detail to explain how the model will be customized based on the findings of the needs assessment.

IV. Laclede Elementary School Needs Analysis

In addition to the district-led Needs Assessment process, in spring 2013, Laclede Elementary conducted a needs assessment of the entire school, including the needs of migrant children. The Laclede School team evaluated academic programming and performance by analyzing district and state assessment data, demographic data and MAP results. The following data sources were used: Acuity, MAP results, Achievement Level Reports and Item Benchmark Analysis, and reading and math student trackers. The team looked at patterns and trends in data over a four-year period.

Background

Laclede is a PS-5 elementary school. The school currently enrolls 266 students – 100% of students are African American. Of these students, 8.65% are classified as special education and 98.12% are eligible for free or reduced price lunch. The school's average daily attendance rate is 92.7%.

Laclede's current principal just completed her first year at Laclede. Laclede has not been allocated any assistant principals. The current principal represents the third change in administration since 2008. Laclede has a veteran staff with an average of 11 years of experience. 54% of the staff possess advanced degrees.

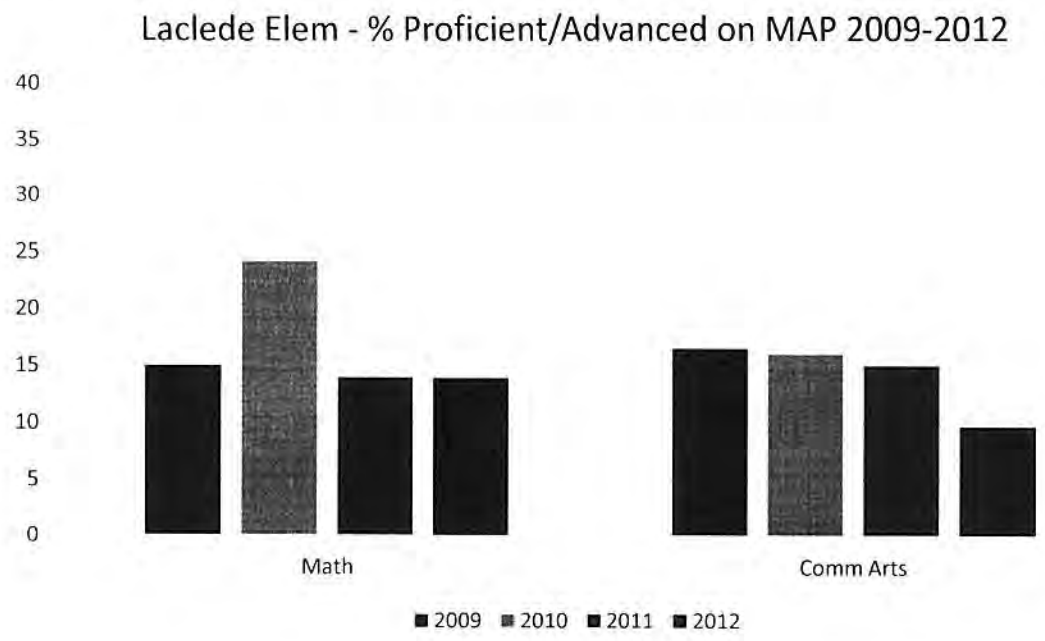
Laclede was ranked among the lowest achieving 5% of Missouri schools and was designated as a Priority school. In the draft MSIP 5 data released in March 2013, Laclede received 12 points out of a possible 70 (17.1%) making it the lowest rated elementary-level Priority school.

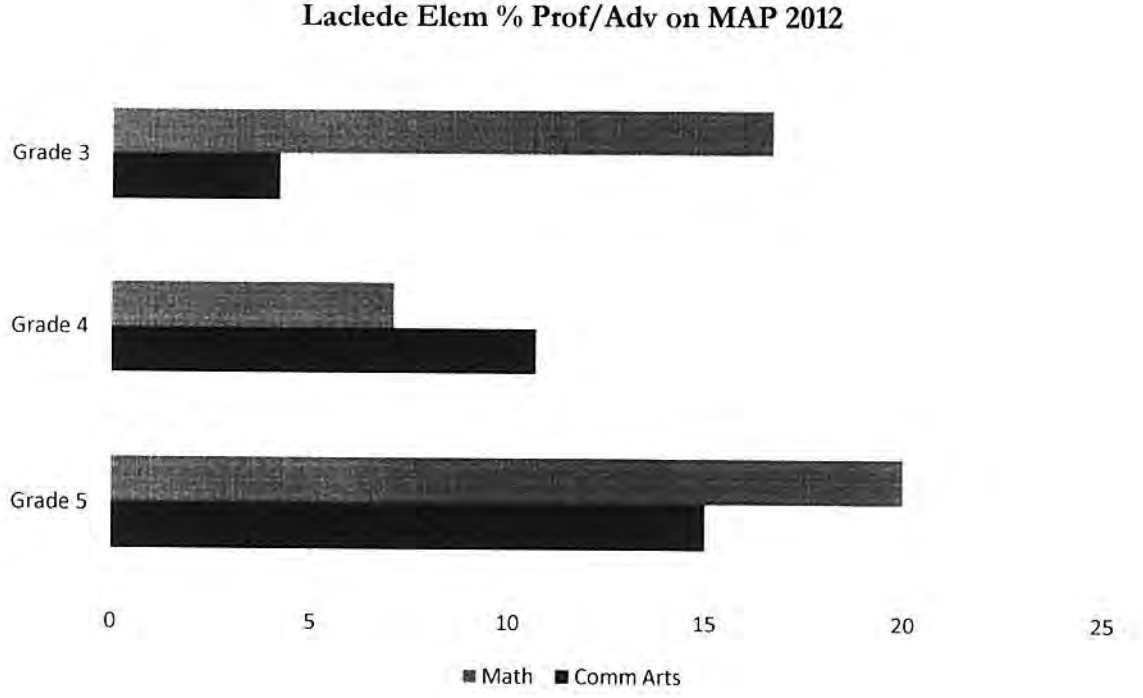
Key Concern #1: Student Performance in both math and communication arts is declining

Rates of proficiency on MAP at Laclede Elementary have been declining steadily for the last three years. However, early interim assessments show that the new leadership is reversing the trend and driving increased academic achievement. But the overall low performance and wide variation in performance across grade-levels and content areas demonstrates the need to improve the quality of instruction school-wide. **Laclede Elementary needs support in ensuring consistency in the quality of instruction across classrooms.**

Trends in MAP Performance

MAP performance at Laclede Elementary has been steadily declining for the last three years in both communication arts and math. An analysis by grade-level reveals wide variation in the levels of proficiency by grade and subject.





The wide variation in performance across grade-levels and subjects at the elementary level suggests that there is strong teaching taking place at Laclede, but the systems for monitoring and ensuring consistency across classrooms was lacking.

Trends in Interim Assessments

Interim assessments show that the new principal is already having a positive impact on the quality of teaching and learning at Laclede Elementary. The following shows the school's progress toward meeting MPI 10% growth targets after the second Acuity administration:

Accountability Office MSIP 5 TARGET data includes Acuity C 2012, Benchmark #1 and #2 2012, MAP 2012 MPI values and Improvement Target of 10% for Communication Arts and Mathematics as of Jan 3, 2013

SUBJECT	GR	School Name	MAP 2012 MSIP5 MPI values	10% INCREASE target	2012 Acuity C MSIP 5 MPI value	ACUITY A counts	ACUITY A 2012 MSIP 5 MPI values	ACUITY B head counts	ACUITY B 2012 MSIP 5 MPI Values	ON Target for 10% increase based on Acuity B
CA	3	LACLEDE ELEM. (5060)	204.17	224.58	280.79	34	274.47	38	271.37	YES
CA	4	LACLEDE ELEM. (5060)	225.00	247.50	265.20	24	252.63	21	247.19	NO
CA	5	LACLEDE ELEM. (5060)	255.00	280.50	294.85	20	311.10	23	290.91	YES
MA	3	LACLEDE ELEM. (5060)	237.50	261.25	281.46	34	275.44	38	266.58	YES
MA	4	LACLEDE ELEM. (5060)	242.86	267.14	291.47	24	273.63	21	276.24	YES
MA	5	LACLEDE ELEM. (5060)	280.00	308.00	270.30	21	309.19	23	277.48	NO

After several months of new leadership, early indicators show a signficant jump in the percentage of students on track to better academic outcomes. The new principal has led this progress of instructional improvement by implementing research-based strategies across the school including:

- Helping students understand tasks:
  - Reword directions or questions
  - Provide visual and auditory directions
  - Have students highlight key information
  - Change context to make it more familiar or appealing to students
- Building student independence:
  - Offer times to help students with pacing

  - Use "think alouds" and other metacognitive strategies
  - Teach and model strategies for organization, self-questioning, problem-solving and memory (such as mnemonics)
- Helping students access math in varied ways:
  - Make connections across math topics
  - Move from concrete to representational to abstract levels of thinking
  - Offer alternative ways for students to show what they know
  - Provide kinesthetic learning opportunities
- Promoting understanding through Discourse:
  - Use cooperative learning
  - Keep class discussions short and focused
  - Provide timely and constructive feedback
- Adjusting Tasks to student needs:
  - Adjust level of difficulty
  - Break complex tasks into smaller parts
  - Adjust amount of time for tasks
  - Create multiple versions of a problem; offer alteratives to a range of learners
  - Adjust pacing to optimize attention

However, the variation across grade levels and subject areas is a lingering problem, particularly in 4th grade math performance.

Key Concern #2: School staff has insufficient capacity to meet students' social, emotional, and health needs while improving instruction

Wells-Goodfellow, the North St. Louis neighborhood in which Laclede is located, has one of the highest rates of poverty and crime in the district. Students' non-academic barriers to learning are significant and, while Laclede has the systems in place to ensure students are coming into the classroom ready to learn, instructional staff is usually pulled away from classrooms and instructional coaching. **Laclede Elementary needs additional support to diagnose and address students' non-academic barriers to learning so that the school leadership team can focus more directly on improving the quality of classroom instruction.**

Currently, Laclede Elementary has no full-time social worker, counselor, or nurse to support students' social, emotional, and health needs.

Key Concern #3: Instructional technology is under-utilized

Most classrooms at Laclede are equipped with Promethean boards and up-to-technology. However teachers have not been trained to integrate technology to enhance the quality of classroom instruction. **Laclede Elementary School needs additional support to train staff in using existing instructional technology effectively**.

V. Priority Implementation Strategies for Laclede Elementary School

The above analysis reveals that Laclede Elementary has found early successes under the new leadership, but consistent instruction across grade levels and classrooms remains a significant challenge. The following strategies will be a high priority for Laclede in its Transformation plan.

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time.

Structures for professional development at Laclede are not consistent, differentiated, or significant enough to rapidly improve teacher practice. While some capacity has been built in the area of PD, there is a lack of capacity to provide targeted instructional coaching that can facilitate substantive and intensive teacher development.

The District's implementation support to Laclede will provide intensive assistance to build the instructional leadership team's capacity for developing teacher practice. The district's Instructional Leadership Officer (ILO) will work with the staff at Laclede to design a coordinated professional development plan that aligns with Common Core standards generally and teacher needs specifically. The plan will address the individual and collective needs of staff at Laclede and ensure that professional development is embedded as an integral part of daily routines. The ILO will prioritize building Laclede's capacity for the following practices:

- Ensuring school teams take active roles in promoting creating, and leading professional development by leveraging internal expertise;
- Strategically leveraging external partners and trainers as needed;
- Modeling effective job-embedded coaching and other supports that provide follow-up on the implementation of what is learned through PD; and
- Developing the systems so that staff members hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation.

- 2.3.3 Provide increased instructional time and high-dosage differentiated, and tiered instruction.

At Laclede Elementary, school-wide systems are not in place to provide students with instruction and intervention in direct response to their academic areas of need. While some early structures have been put in place, data is not consistently used to provide differentiated instruction and interventions in direct response to identified student needs. Laclede lacks a systematic approach for using data to inform student-specific instruction. Furthermore, there is insufficient capacity for

school leadership to regularly monitor students' progress in relation to interventions that have been applied.

The District's implementation support to Laclede will provide focused assistance to build the instructional leadership team's capacity in individualized instruction through tiered systems of support. The ILO will work with the leadership team at Laclede to model how additional time and tutoring support can be effectively leveraged to meet the needs of students not yet on track to proficiency in communication arts and mathematics. A major area of focus for the ILO's weekly visits to Laclede will be to model and build school capacity to implement the following features of an effective system of tiered instruction:

- Flexible tiers of research-based interventions that supplement, enhance, and provide access to the core curriculum for students on IEPs;
- Modified school schedules that provide adequate time for both core instruction and additional academic and/or behavioral supports as needed;
- Effective communication systems between staff, families, and community partners that ensures coordination of services in support of learning; and
- Ensuring that increasing levels of student support match instructional approaches/intensity to the specifics and severity of need: 5-10% of students receive Tier II interventions, while 1-5% receive intensive Tier III interventions.

Finally, the ILO will model and support Laclede's implementation of a progress-monitoring system where data is used to drive instructional decisions throughout the tiered process.

VI. School-Level Funding Priorities for Laclede Elementary

All new positions funded through SIG will have clear performance benchmarks defined to ensure that they are making an impact on student learning. Progress toward achieving these performance benchmarks will be assessed annually, and those positions may be eliminated based on the outcome of the assessments.

Strategy 1.1.6 LE: Hire a full-time social worker for Laclede Elementary to adequately meet students' non-academic barriers to learning: With a highly mobile student population a part-time social worker is not enough to systematically diagnose and meet students' social, emotional, and health needs at Laclede. This FTE is essential to ensure that the principal has sufficient time to work with the ILO on the priority strategies. Professional development and support for this position will be fully aligned to the District activities outlined in Objectives 1.1 and 4.2 of the LEA/District Plan. After two years of funding this position, an analysis of the academic return-on-investment will inform whether the third year will be spent phasing out the position by empowering other school staff to take on the position or identifying a sustainability strategy through external funding or staff reallocations. SIG funding at Laclede would fund a full-time social worker ($117,000 over three years).

(Key Concern #2)

Strategy 2.3.5 LE: Hire a reading specialist to work with students with disabilities and other struggling readers: Laclede Elementary has made progress during this school year with building staff capacity in literacy instruction. However, additional expertise in reading instruction strategies is needed to close the gaps and meet student needs. The professional learning community, tiered instruction, flexible grouping, and data-driven instruction structures at Laclede would be enhanced with another literacy expert to work with teachers and tutors throughout the school. After two years of funding this position, an analysis of the academic return-on-investment will inform whether the third year will be spent phasing out the position by empowering other school staff to take on the position or identifying a sustainability strategy through external funding or staff reallocations. SIG funding at Laclede would be used to hire a new literacy specialist ($257,100 over three years).
(Key Concern #1)

Strategy 3.2.3 LE: Hire an instructional technology specialist to build teacher capacity in integrating technology into classroom instruction: Currently, teachers at Laclede Elementary are using instructional technology effectively where it is available, but not sufficiently leveraging its full potential to meet the needs of all learners. The current principal has a master's degree in Education Technology, and has seen how powerful technology can be in meeting students' needs when used properly. If students at Laclede are to be proficient in Common Core standards and college and career ready, their fluency in using technology regularly will be essential. The instructional technology specialist will:

- work with teachers individually to coach them in infusing technology into their lesson planning;
- pilot innovative blended learning structures to personalize instruction for students leveraging inter-disciplinary and online learning resources;
- use the existing computer lab to model effective technology use; and
- assist in interim assessment data tracking and reporting.

By building teachers' capacity to effectively leverage technology for student learning, Laclede will have instructional capacity beyond the three years of the grant that can be sustained into the future. The instructional technology specialist will take lessons learned from Laclede and ensure dissemination and technical assistance of promising practices throughout the district. After two years of funding this position, an analysis of the academic return-on-investment will inform whether the third year will be spent phasing out the position by empowering other school staff to take on the position or identifying a sustainability strategy through external funding or staff reallocations. SIG funding at Laclede would be used to fund an instructional technology specialist ($241,500 over three years).
(Key Concern #3)

Priority School Plan – Oak Hill Elementary School

I. School Overview

In 2011, Oak Hill Elementary School began a transformation. The new principal began implementing a rigorous and dramatic approach to transforming the school's culture and systems for improving instruction. The principal focused intensively on using data to drive instruction, instituting positive behavioral interventions, and family and community outreach.

The District's plan for accelerating the transformation already begun at Oak Hill Elementary will provide the school leadership team with extra capacity to rapidly improve student achievement.

II. District Needs Analysis Process and Findings

This School Improvement Grant (SIG) application process comes at the heels of a year-long comprehensive continuous improvement process St. Louis Public Schools (SLPS) has been implementing for each of its Priority Schools. Since the announcement of the Priority Schools designation by the Department of Elementary and Secondary Education in summer 2012, the SLPS Office of Academic Services has been providing extra support, guidance, and monitoring to the 10 Priority Schools. A critical feature of this approach has been a frequent process of rigorous data and program analysis. Once the SIG eligibility was announced, district staff were in a good position to build on the culture of data-based decision making and conduct a more thorough needs assessment with each principal after one year of Priority School implementation.

Sources of Data Analyzed

In conducting a needs assessment of the Priority Schools, SLPS had no shortage of data to analyze. The following is a list of the sources of data used to analyze the causes for chronic underperformance at each Priority School:

- **Student Performance**
  - 4-Year trends in MAP performance on all tested subjects: MPI values, % Prof/Adv/Below Basic/Basic, End of Course Exams, APR Reports
  - Formative and Benchmark Assessments: Acuity, Benchmark, STAR Math/Reading, Pearson Success Net, Accelerated Reader
  - College Readiness Assessments: Advanced Placement participation and performance, ACT, COMPASS, ASVAB
  - Student Grades/Report Cards
  - Disaggregation by grade, gender, race, income, and special education status
- **Curriculum Development/Learning Management**
  - Curricular materials and lesson plans
  - Frequent classroom observation and instructional walkthrough data performed by school leadership and district staff
  - Processes for interim assessment analysis and action planning based on the results
  - Tiered intervention system
  - Quality of tutoring programs
- **Professional Development**
  - Professional development activities, # of hours, job-embedded, % participation, frequency of grade-level meetings etc.

- Use of common planning time and opportunities for collaboration (e.g., data teams, professional learning communities, etc.)
- Processes for developing and implementing improved instructional strategies (e.g., re-teaching, remediation, and small group differentiation)
- Instructional coaching implementation and effectiveness
- Teacher feedback surveys about usefulness of professional development activities

- **Safe, Secure, and Engaging Environment**
  - Attendance rates: average daily attendance, overall attendance rate, average number of days absent, % of chronic absentees, and % of high attendees
  - Discipliine data: in-school suspension, out-of-school suspension, referrals, positive behavior incentive distribution, types of discipline infractions, etc.
  - Student perception data
  - Student mobility and retention data
  - Special education services across types of disability
  - Extracurricular and enrichment activities
  - Disaggregation by grade, gender, race, income, and special education status
- **Parent and Community Involvement**
  - Parent feedback surveys
  - Parent participation in school activities
  - Frequency and quality of home visits
  - Enrollment patterns
  - Partnerships with local businesses and organizations
  - Student participation in academic after-school activities
- **Information Technology and Data Management**
  - Use of instructional technology including computer-based assessments, adaptive learning software, etc.
  - School systems for collecting, organizing, and triangulating student performance data
  - Administrator systems for collecting, organizing, and triangulating teacher performance data
- **Human Resources**
  - Qualifications of all building staff: years of experience, licensing, % highly-qualified,
  - Teacher attendance data
  - Teacher-specific classroom observation and instructional walkthrough data
  - Teacher evaluation data
- **Leadership and Governance**
  - Administrator evaluations and effectiveness
  - Building-level feedback about central office technical assistance
- **Fiscal and Budget**
  - School-level budgets: use of funds, allocations to programs, etc.
  - Donations from local organizations or other grants
  - Analysis of class size, teacher-to-student ratios, special education expenses

Throughout the 2012-13 school year, each Priority school provided reports to District staff about mid-year progress, strategies being implemented, and performance challenges. These presentations were helpful in guiding District assistance and were used as part of the Needs Analysis section for this grant.

While each school has its own configuration of strengths and challenges, an analysis across the Priority Schools revealed common challenges that have informed the district's plan for turning around performance across the Priority Schools. These *Common Priority School Challenges* include the following:

1. **Instructional quality is weak and inconsistent.** Instruction is not student-centered, rigor is low, there is lack of differentiation to effectively meet individual students' needs, and there is a lack of proactive strategies to increase student engagement.
2. **Students' time in school isn't being used to effectively intervene, remediate, and provide necessary academic support.** Students enter the school performing below grade level, which makes it difficult to catch up and the existing intervention model at the school does not help students adequately fill in gaps right away before students advance through the grades.
3. **Data is not being used purposefully and systematically.** Data is not used effectively to plan for instruction or interventions, nor is it being used to motivate staff and students. Teachers and students do not feel ownership over their data.
4. **School culture is not centered on high achievement and college and career readiness.** Students are not making connections between school, college, careers, and life goals and are not receiving appropriate academic interventions to strengthen their foundational skills, build grade-level content mastery, and prepare them for post-secondary success.

III. District Actions for Priority School Transformation

The strategies outlined in this section describe how additional funding through the federal School Improvement Grant (SIG) would initiate a transformation process at each Priority school and allow the school to meet the ambitious annual goals set forth for student performance. Strategies and context specific to each Priority school are included in Sections IV and V.

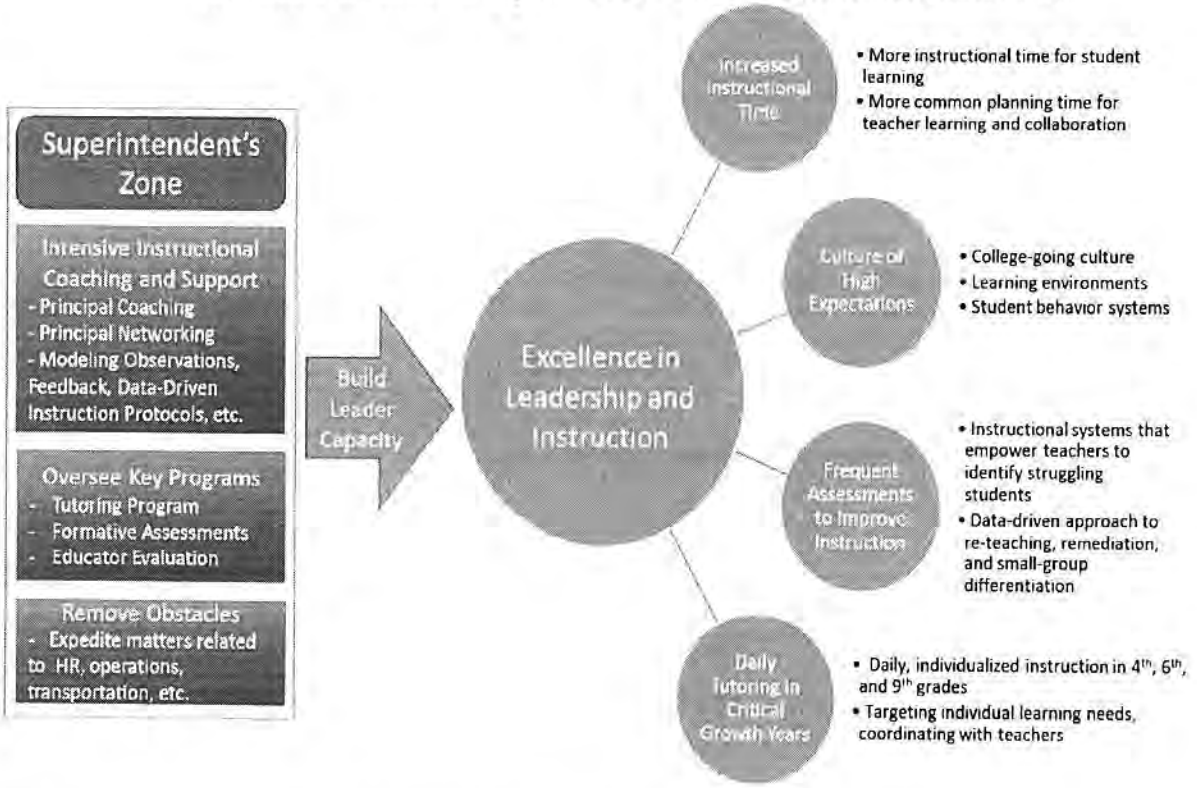
The St. Louis Public Schools (SLPS) has selected a research-based intervention model for each Priority school that will rapidly improve student performance while building district capacity to apply many of the same strategies to Focus schools in the district. The new Superintendent's Zone (more fully described in the LEA/District Actions section of this SIG application) intentionally applies the same core strategies across the eight Priority schools. These Five Turnaround strategies include:

1. **Excellence in Leadership and Human Capital:** SLPS will work with building principals to provide teachers with frequent, constructive feedback based on classroom observations from school administration that teachers can use to improve their instructional practices.
2. **High Dosage Aligned Tutoring/Double-Dosing Core Skills:** Classroom instruction will be supplemented with individualized tutoring during the regular school day. Students in 4th, 6th, and 9th grades will receive daily small group tutoring (student-to-tutor ratios of nor more than 4-to-1) in math or reading. In other grades, they will receive a "double dose" of the subject in which they are furthest behind.
3. **Increased Instructional Time:** Priority Schools will increase the time students spend on task and engaged in meaningful learning activities by re-working existing schedules to maximize learning time and extending the school year.
4. **A Culture of High Expectations and No Excuses:** SLPS Priority Schools will be staffed with personnel who believe in the ability of each child to learn and are committed to doing whatever it takes to make that learning occur. Every educator needs to be able, by training and temperament, to accelerate children's intellectual development and student achievement. Every educator must expect that 100% of students be performing at or above grade level and be in attendance 95% of days.
5. **Use of Data from Frequent Assessments to Improve Instruction:** SLPS Priority Schools will implement a coherent calendar of benchmark and interim assessments that track an aligned curriculum's standard scope and sequence throughout the school year to provide students, teachers,

tutors, and instructional leaders with accurate and timely information on each student's mastery of specific skills, allowing deficits to be quickly addressed.

Figure 4.1 outlines how the Superintendent's Zone structure and *Five Turnaround Strategies* come together as a coherent district framework:

4.1: Overview of SLPS Superintendent's Zone Turnaround Framework



The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on the core strategies of data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in effectively implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful.

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*.

While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

Crosswalk of Proposed Strategies with Transformation Model Requirements

Transformation Requirements	Objectives/Strategies
Replace principal	In 5 of the 8 Priority schools, the principal has been in place for two years or less; the principals will be replaced in the remaining three schools. Objective 2.1
Extend school year	2.3.3
Extensive professional development	1.1.3, 1.1.4, Objective 1.2, 2.1.2, 2.1.3, 2.1.4; Objective 2.3
Teacher performance evaluation based on student performance	2.4.1
Research-based instruction	1.1.3, 1.1.4, Objective 1.2, Objective 2.3, Objective 3.1, Objective 3.2
Continuous use of student data	Objective 1.2
Financial incentives for teachers tied to student performance	2.4.2
Enhanced family engagement	Objective 4.1
Local governance – principal training	Objective 2.1, Objective 5.1, Objective 5.2

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies.* While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

Objective 1.1: Establish a culture of high expectations and no excuses *as evidenced by*

- Schoolwide goals will be set and communicated for student achievement, attendance, behavior, and college-readiness; and
- Surveys of staff, students, and families will indicate a growing sense of engagement and school pride.

- Strategy 1 (1.1.1): Establish a culture of high expectations and no excuses: All classrooms, libraries, hallways, lunchrooms, and any and all central and common locations frequented by students will reinforce high standards and school-wide academic goals. The school-wide and teacher-specific student achievement benchmarks and MAP goals that are set will be readily apparent in every room in each school. Teachers will be able to state the performance goals of each individual student. Students will be able to articulate their own performance goals for teach of their core classes. Progress toward these goals, at the student and class level, will be on display in every classroom. A two-day "Culture Camp" will be conducted on the first two days of school. Students will be

introduced to the new data tracking system as each school's academic and behavioral expectations, and set individual academic and behavioral goals.

- Strategy 2 (1.1.2): Establish a discipline, behavior, and consequence/reward system across the Priority schools: An overarching culture of respect will be developed. The discipline, behavior, and consequence/reward systems for the Priority schools will be consistent across grades, and clearly posted throughout the school. Teachers will be expected to adhere to consistent behavioral and academic expectations for all students. Misbehavior will be handled in a way that does not extensively disrupt a student's learning time, for example, asking disruptive students to work individually until they are ready to re-integrate into small group work.
- Strategy 3 (1.1.3): Provide professional development for staff focused on effective class management: All staff members will receive professional development in positive, proactive classroom management. Effective classroom management will be a criterion included in every teacher's evaluation cycle.
- Strategy 4 (1.1.4): Establish a system of tiered interventions for students at risk: A data system will be set up to track students' attendance and behavior, including disciplinary office referrals and suspensions. A Student Support Team will track this data and identify students in need of additional social-emotional and behavioral support.
    - Tier 1 interventions are provided by the classroom teacher using strategies presented during professional development and may include posted classroom rules, rewards for acts of respect, and family conference and behavioral contract signed by the principal, parent, teacher and student.
    - Tier 2 interventions are provided for small groups outside of the classroom setting and may include tutoring or group counseling sessions provided through partnerships with community social service agencies.
    - Tier 3 interventions will include individual counseling and tutoring services inside and outside the school
- Strategy 5 (1.1.5): Administer a student perception survey to encourage student voice: A growing body of research is confirming that student voice is useful to assess student culture as well as teacher quality. SLPS will identify a research-based survey instrument and administer it at least annually.

Objective 1.2: Use of data from frequent assessments to improve instruction *as evidenced by*

- 100% of core instructional teachers will utilize formative, interim, and daily assessments to track student mastery and plan for instruction; and
- 80% of classroom observations will reveal teachers implementing instructional strategies consistent with data-team action plans.

- Strategy 1 (1.2.1): Administer formative assessments in math and communication arts: Formative assessments aligned to each school's curriculum and scope and sequence will be administered to students every four to six weeks to assess academic progress. Based on progress, students will be periodically reassigned into and out of interventions. For students who are assessed as proficient, extra time will allow for the addition of an engaging elective. Data reports will be generated for content teachers organized by, and aligned to, curriculum standards. Reports from the data will provide up-to-date, actionable data showing how students are performing on particular standards.

- Strategy 2 (1.2.2): Provide targeted professional development on planning instruction effectively around data: Training and support will be provided to support school teams in: 1) the use of data in goal-setting; 2) how to interpret data; and 3) how to use data to drive instruction. Each grade level will hold data team meetings so that they can use common time to analyze data as a team to determine how to best serve students. Data from formative assessments and classroom observations will be used to provide targeted feedback to teachers.
- Strategy 3 (1.2.3): Create schedule based on student needs: Achievement data will be used to make decisions on student grouping, grouping teachers for common planning and integrating interventions into schedules of students most in need. District support will be provided to assist in this process.

Goal 2: Highly Qualified Staff: Recruit, attract, develop and retain highly effective staff to carry out the District mission, goals and objectives

Objective 2.1: Recruit, attract, develop and retain highly effective school leaders *as evidenced by*

- 100% of Principal vacancies being filled with highly-qualified, experienced school leaders; and
- Each Priority school meeting its annual goals.

- Strategy 1 (2.1.1): Recruit, attract, and select highly-qualified, experienced school leaders: All Priority school principals will be assessed to ensure they have the capacity to effectively lead transformation in their schools. Across the Priority schools, the District will screen and select a transformational leader that will have a demonstrated track record in the following research-based best practices:
  - Commitment to and emphasis on spending significant time in classrooms;
  - Consistent and constant focus on results;
  - Use of data to monitor student progress and target specific areas for improvement;
  - Elimination of distractions to maximize time spent on instruction;
  - Alignment of professional development to school-wide goals and problems of practice;
  - Establishment of a cohesive culture among teachers and staff;
  - Experience reorganizing resources to attain achievement targets; and
  - Engagement of families in the education of their children

  For the three Priority schools where the principals are being replaced, the District will conduct a national search for experienced principals.
- Strategy 2 (2.1.2): Provide maximum budget and staffing flexibility to Priority school principals: Each Priority school principal will be provided with budget and staffing flexibility to create a financial plan and build a unified staff in which every member is committed to a common vision of success for every student. The principal may use this flexibility to create new staffing patterns, academic and behavioral supports, staff and student schedules, and a professional development plan, based on the flexibilities outlined in the AFT/SLPS MOU agreement.
- Strategy 3 (2.1.3): Provide intensive principal coaching on instructional leadership and effective implementation of the *Five Turnaround Strategies*: SLPS will facilitate bi-weekly coaching sessions with the principals to develop concrete plans for improving school culture, data use, scheduling, and instruction. These coaching sessions focus on improving school leadership and building collaboration among Priority schools. SLPS will support principals to improve the quality of their instructional team by providing guidelines and tools for regular classroom observations, feedback, and targeted professional development.

- Strategy 4 (2.1.4): Facilitate Superintendent's Zone Principal's Network Meetings: The District will bring Priority school principals together monthly for technical assistance and networking activities, with the goal of organizing a professional learning community to share effective practices, problem solve challenges, and troubleshoot obstacles.

Objective 2.2: Recruit, screen, and select highly-qualified experienced teaching staff *as evidenced by*

- 80% of newly-hired Priority school educators rated as "Proficient or Distinguished" according to the new educator evaluation system[1] by the end of each school year.

- Strategy 2.2.1: Recruit, attract, and select highly-qualified classroom teachers: In order to fill vacancies in the Priority schools, the District is working to identify a steady stream of committed and high-performing teachers who voluntarily sign on to the challenge of turning around schools in the Superintendent's Zone.

Objective 2.3: Provide focused professional development and coaching support to build school capacity for leveraging professional learning communities (PLCs) to effectively implement data-driven instruction *as evidenced by*

- 100% of grade-level teams will meet using structured protocols to discuss data and student work as professional learning communities (PLCs);
- 90% of teachers are modifying instructional practices as a result of goals set forth in common planning time and grade-level PLC meetings;
- 90% of classroom teachers have modified teaching strategies and techniques based on interactions with instructional coaches; and
- 90% of teachers self-report that coaches "provide useful guidance that improves my teaching".

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time: A robust professional development agenda will be annually provided to all Priority school staff.
  - Professional development will be focused on the *Five Turnaround Strategies* and key topics identified by principals and District staff.
  - Professional development will guide teachers on how to create lessons that are objectives-driven with measurable outcomes, how to input daily/weekly and monthly benchmark data into their data trackers, and how to use resulting reports to group students, assign interventions, adjust pacing, and communicate with students/families.
  - Each teacher will have an individual professional development plan that targets specific areas of growth.
  - Teachers will be grouped into professional learning communities (PLCs) and provided with regular common planning time (the amount to be determined by the principal and based on the MOU). The common planning time will focus on high-impact topics, including data-driven instructional improvement, looking at student work and teacher assignments, and

[1] The ratings of "Proficient or Distinguished" will be consistent with the standards released by the Department of Elementary and Secondary Education (DESE) in their *Missouri Educator Evaluation System*: http://www.dese.mo.gov/eq/documents/eq-ees-executive-summary.pdf.

standards-based lesson plan development. Teacher teams will maintain logs of meeting topics, decisions made, and progress of implementation.

- Strategy 2 (2.3.2): All teachers in Priority schools will use a standards-based common scope and sequence curriculum: Teachers in Priority schools will plan lessons based on what students are expected to know in order to do well on the MAP and other assessments. Benchmark goals will be set for every student, and students will know his/her benchmark goals. Teachers will be trained to use data trackers to track daily and weekly student-level progress toward each student's mastery of specific learning objectives.
- Strategy 3 (2.3.3): Provide increased instructional time and high-dosage differentiated, and tiered instruction: Each Priority school will extend the length of the school day and the school year. In order to ensure that extra time is used effectively, extending the school day will be phased in as follows: 10 additional minutes per day during the 2013-14 school year; 20 additional minutes per day during the 2014-15 school year; and 30 additional minutes per day during the 2014-15 school year. Each Priority school schedule will be audited to identify an additional 20-30 minutes a day of instructional time. During this extended time period, students who score Basic or Below Basic on the previous year's MAP in math or reading will be assigned to Tier 2 and 3 academic interventions. The primary intervention will be daily small group tutoring (no more than 4 students per tutor), delivered by trained tutors, that will address learning gaps. According to the Dobbie and Fryer study, high-dosage (full-time) tutoring yields the largest student learning gains in grades 4, 6, and 9; therefore these grades will be targeted for tutoring. Students in all other grades will receive double-doses of mathematics and communication arts instruction.
- Strategy 4 (2.3.4): Provide additional support for students with special needs: Our goal is to increase opportunities for all Students with Special Needs to be in inclusion settings. The District will assist Priority schools to design and develop IEP's detailing in which parts of the curriculum students can participate.
    - The process for identifying and assessing students for special education services will be a focus of August whole staff professional development.
    - Administrators, during formal and informal observations, will monitor staff members' implementation of IEP's and provide feedback and support.
    - Teams of SPED teachers will have common planning time each week during which time they will work to plan lessons, review and analyze student data and IEP's, create action plans, and discuss best practices. They will collaborate with general education teachers on the preparation of lessons to be taught in all classes and on assessments to be used.
    - Teachers and paraprofessionals will participate in professional development and support that is calibrated to meet the particular needs of teachers of Students with Special Needs.

Objective 2.4: Establish a comprehensive system for staff observation, feedback, and regular evaluation *as evidenced by*

- 90% of teachers self-report that they "are receiving sufficient feedback" from their supervisor; and
- 90% of teachers rated Proficient or Distinguished can articulate pathways for development and growth beyond the classroom.

- Strategy 1 (2.4.1): Implement an educator evaluation system that incorporates student growth beginning 2013-14: The District is currently finalizing the details of a new educator evaluation system that is consistent with the parameters of Missouri's model system, incorporates growth in student learning as one of multiple measures that gets factored in, and uses Charlotte Danielson's performance-based teacher evaluation rubric to evaluate professional practice. Consistent with Missouri law, implementation of the new system will begin in the 2013-14 school year for all schools with educator ratings being assigned in spring 2014.
- Strategy 2 (2.4.2): Retain and reward highest performing/high potential staff: SLPS will establish a system of evaluation and monitoring that will be used to identify high-performing/high potential staff members so that a plan can be implemented early to retain these staff members at the school. The District is currently examining the performance-based compensation structure being implemented in Baltimore City Schools as a model for rewarding teachers with mastery. Priority school educators will also be compensated extra for working longer hours and opportunities will be available for teachers to develop their leadership skills. This system is being negotiated locally and will begin implementation during the 2013-14 school year.

Goal 3: Provide and maintain appropriate instructional resources, support services and functional and safe facilities.

Objective 3.1: Curriculum in core subjects have aligned scope and sequence across the Priority Schools *as evidenced by*

- Examinations of curriculum maps and lesson planning documents.

- Strategy 3.1.1: Develop a Superintendent's Zone scope and sequence in core academic subjects: In order for more frequent benchmark assessments to be used across the Priority schools, curricular materials will need to be aligned in scope and sequence. Once a standardized and more frequent benchmark assessment system is developed, each Priority school will revise their instructional scope and sequence to ensure alignment.

Objective 3.2: Adequate and effective instructional and intervention materials are in place for every Priority school *as evidenced by*

- 90% of staff surveys confirm that instructional materials are sufficient to meet students' needs

- Strategy 3.2.1: Ensure that teachers have sufficient instructional materials and leveled libraries to meet students' needs: Part of the needs assessment with schools included an inventory with school leadership teams to ensure that curriculum materials and libraries are sufficient to meet student needs. Resources are being allocated to ensure that these needs are being met in each Priority school.
- Strategy 3.2.2: Provide schools with up-to-date instructional technology: In order to ensure students are Common Core ready, the Priority schools will need to provide access to computers and tablets to develop key areas of skill. Each Priority school will update their technology as needed to facilitate this transition.

Goal 4: Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational

Objective 4.1: Establish ongoing mechanisms for parent and family engagement *as evidenced by*

- 80% of parent surveys show that they understand what their child is supposed to do and needs to be working on in school

- Strategy 4.1.1: Improve communication with parents and families: District staff will work with school leadership teams to plan events and activities designed to foster parent and family involvement and to identify and support the cultural differences among school families. At the beginning of the school year, we will communicate with parents about the changes to the school and opportunities it will create for them to play an active part in their children's educational improvement.
- Strategy 4.1.2: Engage families as partners in the school transformation process: With the goal of improving student attendance and time on learning and reducing the truancy and suspension rates, families will be encouraged to participate as partners in the school. Some of these events will involve tutorials about how to understand student performance data. Student progress data will be shared with families on a regular basis through student data reports sent home and in-school family events where they are educated about how to understand their students' interim benchmark results and strategies to support future success.

Objective 4.2: Create structures for community organizations to add value and not distract from the school's mission *as evidenced by*

- Feedback from administrators, counselors, and social workers.

- Strategy 4.2.1: Create an inventory of community partners with relationships with each Priority school: In order to ensure that the existing community partnerships are adding value and not distracting from each Priority school's transformation, the District will catalogue each partnership and identify the purpose. Once this inventory is created, each partnership will be reassessed to ensure it is consistent with the school's priorities. If the assessment finds a lack of alignment with the school's priorities, the partnership will be phased down or discontinued entirely to ensure that staff time is spent most effectively.
- Strategy 4.2.2: Seek new community partnerships to address gaps in student services: Community resources vary from school to school, so the District will identify gaps in student services and identify partnerships to help address those student needs. Such partnerships may include out-of-school enrichment and athletic activities, services to address students' non-academic barriers to learning, or after school partnerships.

Goal 5: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the district.

Objective 5.1: Implement process to ensure 100% of Transformation requirements are met in reorganizing each Priority school by August 2013 *as evidenced by*

- Alignment with Transformation checklists.

- Strategy 5.1.1: Create monitoring and reporting structure to ensure compliance with Transformation requirements: District staff will include periodic check-ins with Priority school staff to confirm implementation of Transformation model components.

Objective 5.2: Reorganize District central office structures to ensure an effective, systemic, coherent leadership process is established *as evidenced by*

- Feedback from school leaders about the usefulness of the new Superintendent's Zone structure; and
- 100% of Priority Schools meeting annual goals after three years.

- Strategy 5.2.1: Create new Superintendent's Zone structure to ensure implementation of the Five Turnaround Strategies across the Priority Schools: The new Superintendent's Zone structure will be developed consistent with the description in this application and new District staff will provide the deep instructional support, high-dosage tutoring, central office "rapid response", and progress monitoring across the Priority schools.

Overview of School-Specific Implementation

The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful. In the individual school-level sections, we have listed the above strategies and provided additional detail to explain how the model will be customized based on the findings of the needs assessment.

IV. Oak Hill Elementary School Needs Analysis

Background

Oak Hill is a Pre School – 5th grade elementary school. The school currently enrolls 354 students – 42% of students are African American, 13.6% of students are Asian, 15.3% of students are Hispanic, and 29% of students are White. Of these students 7.63% are classified as special education, 96.89% are eligible for free or reduced price lunch, and 6.5% are classified as homeless. Oak Hill's average daily attendance rate is 95.8%.

Oak Hill's current principal just completed her second year at Oak Hill, after having worked as an assistant principal at Roosevelt High School for three years. The current principal represents the 2nd change in administration since 2010. Oak Hill has a veteran staff with an average of 11 years of experience. 44% of the staff possess advanced degrees.

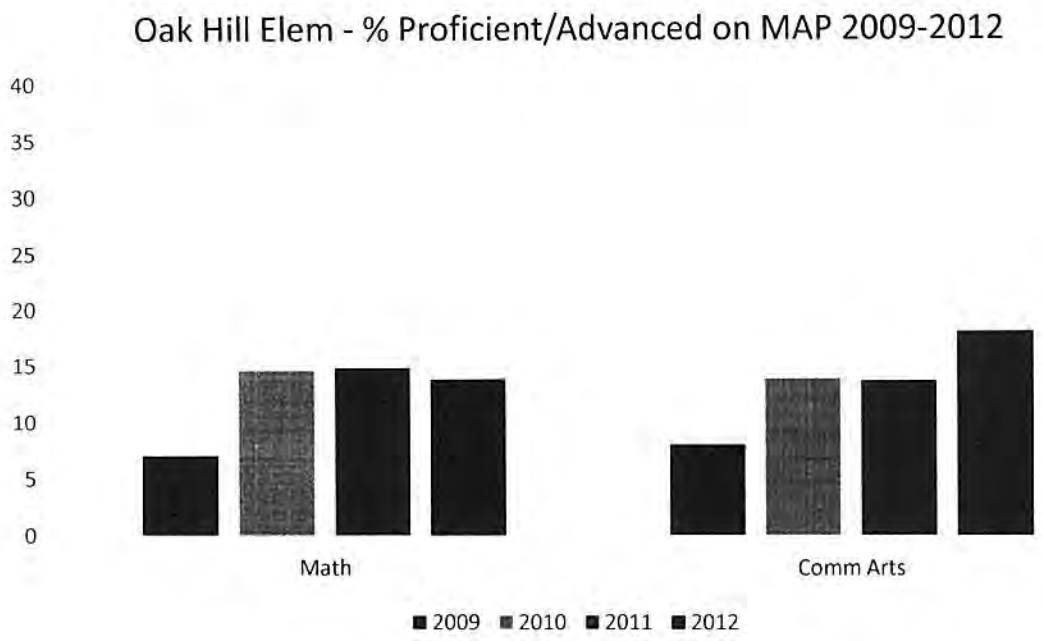
Oak Hill was ranked among the lowest achieving 5% of Missouri schools and was designated as a Priority school. In the draft MSIP 5 data released in March 2013, Oak Hill received 32 points out of a possible 70 (45.7%).

Key Concern #1: Student academic progress in both math and communication arts is slow

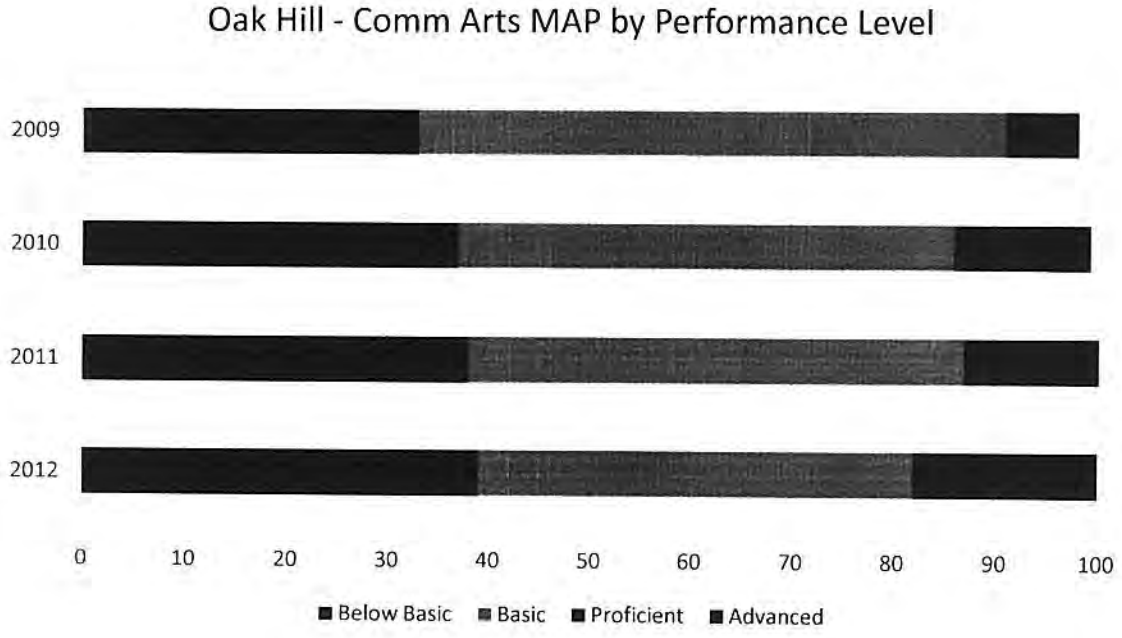
Rates of proficiency at Oak Hill Elementary School have been relatively flat over the last four years. Since Dr. Morrow became the principal, performance in communication arts has improved slightly, while performance in mathematics has remained flat. While the right structures are being put in place to improve the quality of instruction across classrooms, it is not translating into student performance gains. **Oak Hill Elementary needs support in ensuring that the quality of instruction is having a maximum impact on student growth.**

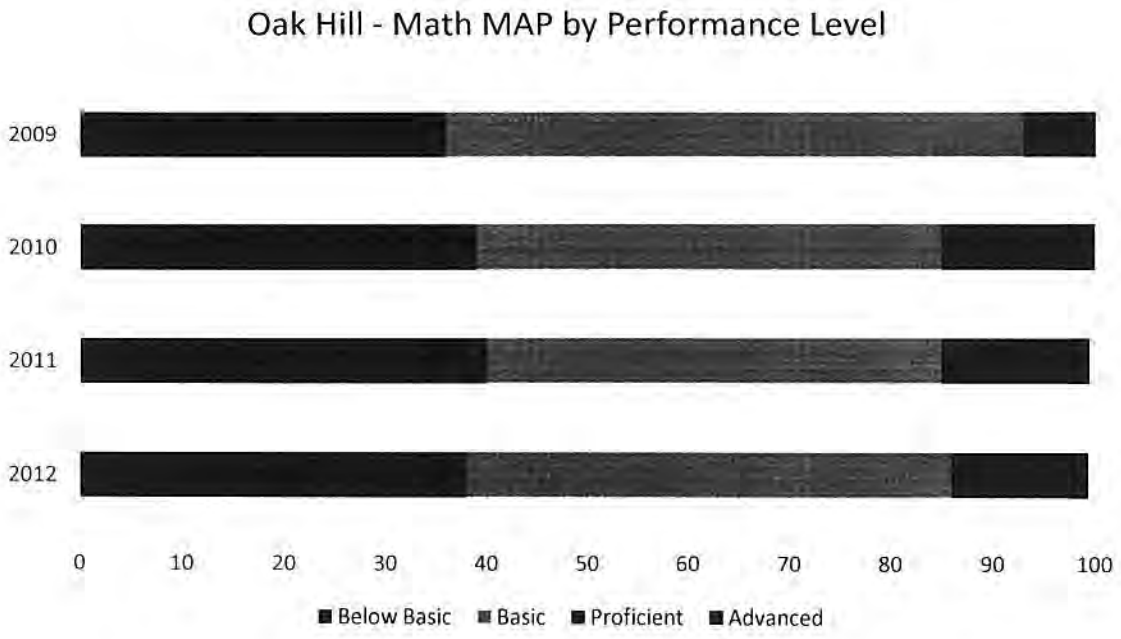
Trends in MAP Performance

According to the range of MAP measures, academic progress at Oak Hill is slow. Performance has risen significantly since 2009 in both subjects, and has slightly improved in communication arts since then.



A closer look at the distribution of achievement across performance levels over the past four years shows that, while more students are in the "Basic" category than the "Below Basic" category, there are still significant numbers of students performing "Below Basic."





During the 2012-13 school year, Oak Hill implemented a comprehensive tiered instruction system to address student needs across performance levels. The following is an outline of the interventions at each tier:

Tier I – Universal - (All Students)

- Differentiated Instruction
- Utilize the Leveled Reading Books at all grade levels
- Core Curriculum – Guided Reading/Math/ Monthly Writing
- IAP's – Individual Academic Plan / Student Performance Tracking Tool
- Weekly Progress Monitoring Assessments /GLE Assessment Calendar
- Rock the MAP After School Club
- Cross curricular activities and GLE's in Art, Music, and Gym

Tier II – Targeted Students- & Supplemental Intervention – B

- Variety of (RTI) Intervention Strategies
- Title I After School/Extended Day Tutoring/UMSL Tutoring
- CSR Teacher/ESOL Push-in Teachers
- Three to Five Students Small Group Instruction – Guided Reading/MA
- Early Bird Reading and Math Before School

Tier III – Intensive Instruction & Progress Monitoring - BB

- One to Three Students – Small Groups – Guided Reading/MA
- One-on-one Read Aloud to build fluency
- SIT – (Student Intervention Team) address students with learning concerns

Trends in Interim Assessments

Based on the most recent administration of Acuity, the interventions implemented in 2012-13 have helped Oak Hill meet their MPI targets:

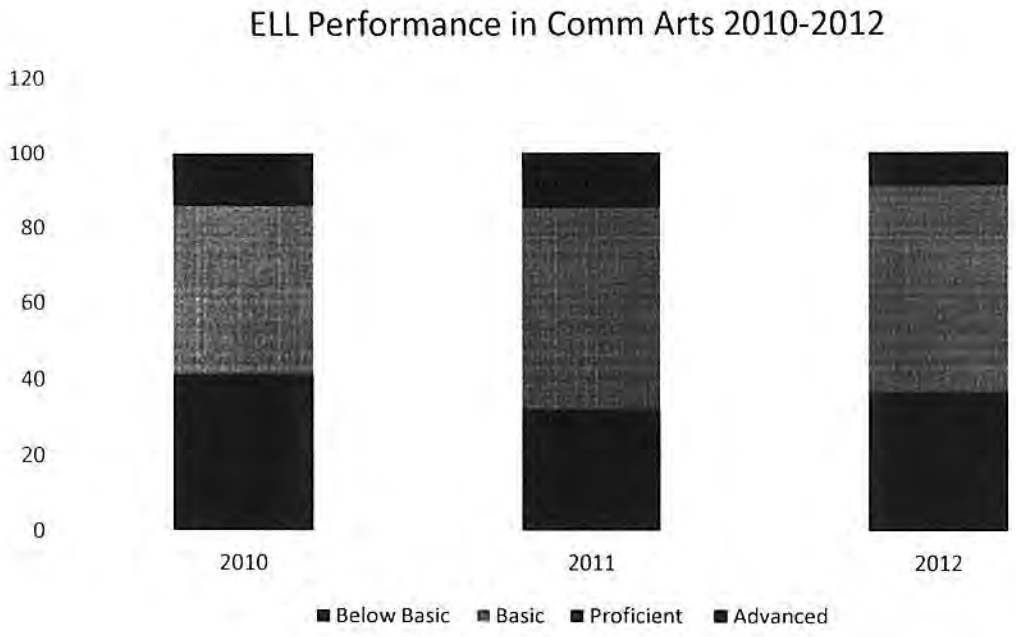
SUBJECT	GR	MAP 2012 MSIP5 MPI values	10% INCREASE target	ACUITY A 2012 MSIP 5 MPI values	ACUITY B 2012 MSIP 5 MPI Values	OLD ACUITY C 2013 MSIP 5 MPI Values	Corrected ACUITY C 2013 MSIP 5 MPI Values	Mean Standard Error of Measurement (low is good)	Estimated Predictive Accuracy (high is good)	Point increase to be approaching in 2013- MPI of 300 negative is good	ON Target for 10% increase based on Acuity C
CA	3	241.38	265.52	273.90	250.73	228.22	236.06	45.27	54.73	64	NO
CA	4	236.92	260.62	282.96	265.57	233.00	268.42	38.18	61.82	32	YES
CA	5	257.78	283.56	266.13	274.38	257.50	286.65	24.79	75.21	13	YES
MA	3	229.31	252.24	277.06	259.10	238.13	238.13	38.65	61.35	62	NO
MA	4	228.13	250.94	267.20	266.04	268.47	275.18	23.18	76.82	25	YES
MA	5	268.89	295.78	306.49	280.71	274.00	274.00	40.71	59.29	26	NO

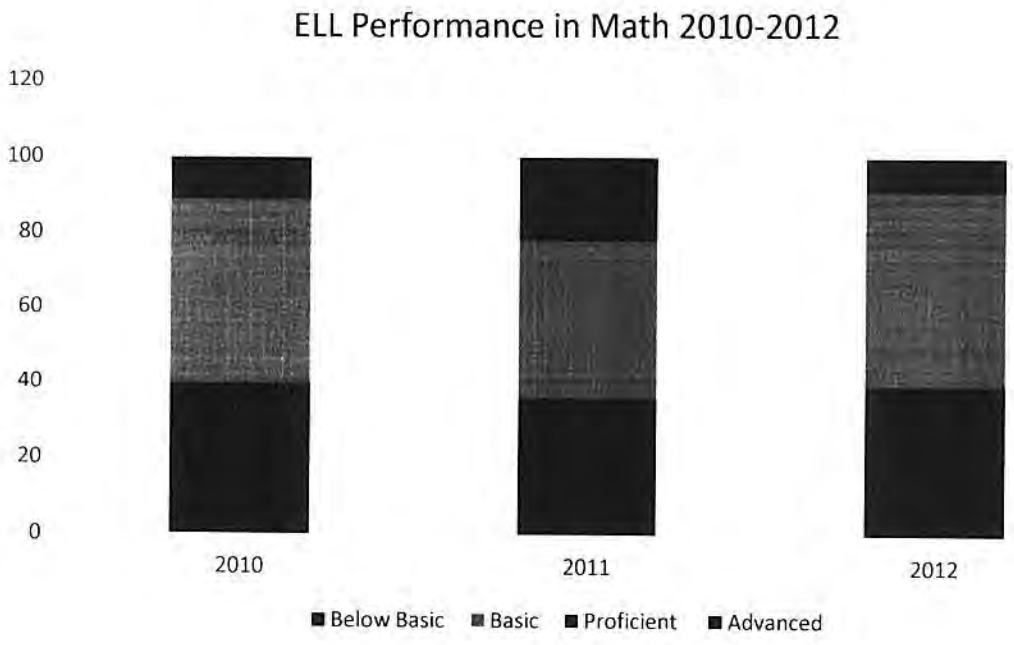
While these interim assessment results are encouraging, there is still significant instructional capacity that needs to be built across grade levels and subjects.

Key Concern #2: Insufficient supports to meet the needs of English-language learners

Oak Hill Elementary has a significantly higher number of English Language learners (ELLs) than any of the other Priority schools in the district. Performance among ELLs is consistent with the rest of the school. However, as the school continues to demonstrate improvement teaching higher-order thinking skills through the Common Core, Oak Hill will need additional support to differentiate instruction for ELLs. **Oak Hill needs additional capacity to serve ELLs at all levels of performance.**

43% of the students at Oak Hill are English Language Learners. This is unusual for a St. Louis school (which averages less than 1% English Language Learners district-wide). Oak Hill has been modifying instructional materials to meet their needs. Currently, only two of the teachers at Oak Hill are ESL-certified. The following is a summary of ELL performance in communication arts and mathematics over the past three years.





Over the past two years at Oak Hill, the percentage of ELLs scoring Proficient and Advanced on the MAP has decreased.

Key Concern #3: Significant improvements in climate and culture have been made and need to be sustained in order for student learning to be accelerated

Under the leadership of the current principal, Oak Hill Elementary has made dramatic gains in reducing the number of suspensions and increasing daily attendance. As more administrative time

gets devoted to instructional improvement, it will be important to sustain those improvements at Oak Hill. **Sustaining the improvements in climate and culture is critical for Oak Hill's successful turnaround.**

Attendance Rates

The average daily attendance at Oak Hill went up two percentage points during the 2012-13 school year to be at 96%. The percentage of students with attendance above 90% was 75%.

V. Priority Implementation Strategies for Oak Hill Elementary School

Over the past year, Oak Hill Elementary School has made progress in setting high expectations for teachers and using professional learning communities (PLCs) to translate those expectations into more effective teaching. However, Oak Hill needs more instructional leadership capacity and coaching support to assist teachers with translating instructional strategies into changes in how instruction is differentiated and delivered.

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time.

Structures for professional development at Oak Hill do not go far enough in intensively developing teachers to improve practice. During the 2012-13 school year, staff professional development focused on two of Marzano's strategies: summarizing and note taking. Grade-level PLCs met weekly for 50 minutes with facilitation by the principal and academic instructional coach. Unfortunately, due to other demands on administrators' time, the intensive follow-up support to ensure effective implementation of the strategies and action plans discussed in those PLCs was not available. In order to accelerate the quality of instruction, Oak Hill must follow through on instructional coaching that models effective practice and customizes support to teachers.

The District's implementation support to Oak Hill will provide intensive assistance to build the instructional leadership team's capacity for developing teacher practice in math instruction. The district's Instructional Leadership Officer (ILO) will work with the staff at Oak Hill to design a coordinated professional development plan that aligns with Common Core standards generally and teacher needs specifically in implementing instructional strategies effectively in the classroom. The plan will address the individual and collective needs of staff at Oak Hill and ensure that professional development is embedded as an integral part of daily routines. The ILO will prioritize building Oak Hill's capacity for the following practices:

- Ensuring school teams take active roles in promoting creating, and leading professional development by leveraging internal expertise;
- Strategically leveraging external partners and trainers as needed;
- Modeling effective job-embedded coaching and other supports that provide follow-up on the implementation of what is learned through PD; and
- Developing the systems so that staff members hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation.

- 2.3.3 Provide increased instructional time and high-dosage differentiated, and tiered instruction.

At Oak Hill Elementary, school-wide systems are not in place to provide students with instruction and intervention in direct response to their academic areas of need. While some early structures have been put in place, coaching is not used to assist teachers in providing differentiated instruction and interventions in direct response to identified student needs. Oak Hill lacks a systematic approach for ensuring that the data-driven action plans are translating into student-specific instructional delivery. Furthermore, there is insufficient capacity for school leadership to regularly monitor students' progress in relation to interventions that have been applied.

The District's implementation support to Oak Hill will provide focused assistance to build the instructional leadership team's capacity in individualized instruction through tiered systems of support. The ILO will work with the leadership team at Oak Hill to model how additional time and tutoring support can be effectively leveraged to meet the needs of students not yet on track to proficiency in communication arts and mathematics. A major area of focus for the ILO's weekly visits to Oak Hill will be to model and build school capacity to implement the following features of an effective system of tiered instruction:

- Flexible tiers of research-based interventions that supplement, enhance, and provide access to the core curriculum for students on IEPs;
- Modified school schedules that provide adequate time for both core instruction and additional academic and/or behavioral supports as needed;
- Effective communication systems between staff, families, and community partners that ensures coordination of services in support of learning; and
- Ensuring that increasing levels of student support match instructional approaches/intensity to the specifics and severity of need: 5-10% of students receive Tier II interventions, while 1-5% receive intensive Tier III interventions.

Finally, the ILO will model and support Oak Hill's implementation of a progress-monitoring system where data is used to drive instructional decisions throughout the tiered process.

VI. School-Level Funding Priorities for Oak Hill Elementary

All new positions funded through SIG will have clear performance benchmarks defined to ensure that they are making an impact on student learning. Progress toward achieving these performance benchmarks will be assessed annually, and those positions may be eliminated based on the outcome of the assessments.

Strategy 1.1.5 OE: Hire a Positive Behavioral Intervention and Supports (PBIS) coordinator: Early signs of academic progress at Oak Hill are coming as a result of focused climate and culture work that involved significant time commitments from building administrators. In 2012, Oak Hill Elementary School piloted a Positive Behavioral Intervention and Support system for a subset of teachers to help improve climate. It was highly successful but took a lot of time from administrators to implement successfully; these administrators will be focusing significantly more time on

instructional improvement during the 2013-14 school year, so a new PBIS position is necessary to ensure continuity of the culture and climate improvement at Oak Hill. PBIS is a framework for organizing school staff to plan and implement evidence-based behavioral interventions to improve academic and social behavior outcomes. Staff participated in training in the following areas:

1) structured team-based leadership processes;
2) data-driven decision making to meet students' non-academic needs;
3) continuous monitoring of student behavior school-wide and with a specific focus on students most in need of services;
4) regular universal screening of students' non-academic barriers to learning; and
5) on-going professional development and training.

A dedicated staff member focusing on PBIS will build teacher capacity for effective classroom management and preventive discipline policies, while freeing up teacher and administrator time to focus on instructional improvement by helping with the workload. Professional development and support for this position will be fully aligned to the District activities outlined in Objective 1.1 of the LEA/District Plan. SIG funding at Oak Hill will be used to hire a PBIS coordinator at Oak Hill ($183,000 over three years).
(Key Concern #3)

Strategy 2.3.5 OE: Hire an academic instructional coach (AIC) with expertise in strategies for meeting the needs of English-language learners (ELLs): Oak Hill Elementary School is struggling to meet the needs of ELLs. The professional learning community, tiered instruction, flexible grouping, and data-driven instruction structures at Oak Hill are working in communication arts – we need the same results for English-language learners. A new AIC with ELL expertise and ESOL certification will work with Principal Morrow to leverage the professional learning foundation at Oak Hill and accelerate student learning for ELLs across the school. SIG funding at Oak Hill will be used to hire a new academic instructional coach (AIC) with expertise in strategies to meet the needs of English-language learners ($260,250 over three years).
(Key Concern #1, #2)

Strategy 3.2.3 OE: Implement more targeted intervention programs in reading and math based on the tiered instruction model: Staff at Oak Hill have been researching effective reading and math intervention programs and resources. Given the robust tiered instruction system being implemented, additional materials will be used to further each student's Academic Intervention Plan (AIP). Programs that would be purchased through this SIG grant include:

- Waterford Early Reading (Pre-K-2)
- Study Island (3-5)
- Ixl Math
- Storia
- Other programs to-be-determined

All programs will be purchased in coordination with District staff to ensure alignment with the professional development coordinated and delivered from the central office. SIG funding at Oak

Hill will be used to purchase new instructional and intervention materials and programs ($20,000 over three years).
(Key Concern #1, #2)

Priority School Plan – Meramec Elementary School

I. School Overview

In 2011, Meramec Elementary School began a transformation. The new principal began implementing a rigorous approach to transforming the school's culture and systems for improving structure. Having been an assistant principal at a Cadre I SIG school, this school leader knew to focus intensively on using data to drive instruction and positive behavioral interventions.

The first-year results at Meramec were encouraging. The District's plan for accelerating the transformation already underway at Meramec Elementary will provide the school leadership team with extra capacity to rapidly improve student achievement through this transformation effort.

II. District Needs Analysis Process and Findings

This School Improvement Grant (SIG) application process comes at the heels of a year-long comprehensive continuous improvement process St. Louis Public Schools (SLPS) has been implementing for each of its Priority Schools. Since the announcement of the Priority Schools designation by the Department of Elementary and Secondary Education in summer 2012, the SLPS Office of Academic Services has been providing extra support, guidance, and monitoring to the 10 Priority Schools. A critical feature of this approach has been a frequent process of rigorous data and program analysis. Once the SIG eligibility was announced, district staff were in a good position to build on the culture of data-based decision making and conduct a more thorough needs assessment with each principal after one year of Priority School implementation.

Sources of Data Analyzed

In conducting a needs assessment of the Priority Schools, SLPS had no shortage of data to analyze. The following is a list of the sources of data used to analyze the causes for chronic underperformance at each Priority School:

- **Student Performance**
  - 4-Year trends in MAP performance on all tested subjects: MPI values, % Prof/Adv/Below Basic/Basic, End of Course Exams, APR Reports
  - Formative and Benchmark Assessments: Acuity, Benchmark, STAR Math/Reading, Pearson Success Net, Accelerated Reader
  - College Readiness Assessments: Advanced Placement participation and performance, ACT, COMPASS, ASVAB
  - Student Grades/Report Cards
  - Disaggregation by grade, gender, race, income, and special education status
- **Curriculum Development/Learning Management**
  - Curricular materials and lesson plans
  - Frequent classroom observation and instructional walkthrough data performed by school leadership and district staff
  - Processes for interim assessment analysis and action planning based on the results
  - Tiered intervention system
  - Quality of tutoring programs
- **Professional Development**

- Professional development activities, # of hours, job-embedded, % participation, frequency of grade-level meetings etc.
- Use of common planning time and opportunities for collaboration (e.g., data teams, professional learning communities, etc.)
- Processes for developing and implementing improved instructional strategies (e.g., re-teaching, remediation, and small group differentiation)
- Instructional coaching implementation and effectiveness
- Teacher feedback surveys about usefulness of professional development activities

- **Safe, Secure, and Engaging Environment**
  - Attendance rates: average daily attendance, overall attendance rate, average number of days absent, % of chronic absentees, and % of high attendees
  - Discipline data: in-school suspension, out-of-school suspension, referrals, positive behavior incentive distribution, types of discipline infractions, etc.
  - Student perception data
  - Student mobility and retention data
  - Special education services across types of disability
  - Extracurricular and enrichment activities
  - Disaggregation by grade, gender, race, income, and special education status
- **Parent and Community Involvement**
  - Parent feedback surveys
  - Parent participation in school activities
  - Frequency and quality of home visits
  - Enrollment patterns
  - Partnerships with local businesses and organizations
  - Student participation in academic after-school activities
- **Information Technology and Data Management**
  - Use of instructional technology including computer-based assessments, adaptive learning software, etc.
  - School systems for collecting, organizing, and triangulating student performance data
  - Administrator systems for collecting, organizing, and triangulating teacher performance data
- **Human Resources**
  - Qualifications of all building staff: years of experience, licensing, % highly-qualified,
  - Teacher attendance data
  - Teacher-specific classroom observation and instructional walkthrough data
  - Teacher evaluation data
- **Leadership and Governance**
  - Administrator evaluations and effectiveness
  - Building-level feedback about central office technical assistance
- **Fiscal and Budget**
  - School-level budgets: use of funds, allocations to programs, etc.
  - Donations from local organizations or other grants
  - Analysis of class size, teacher-to-student ratios, special education expenses

Throughout the 2012-13 school year, each Priority school provided reports to District staff about mid-year progress, strategies being implemented, and performance challenges. These presentations were helpful in guiding District assistance and were used as part of the Needs Analysis section for this grant.

While each school has its own configuration of strengths and challenges, an analysis across the Priority Schools revealed common challenges that have informed the district's plan for turning around performance across the Priority Schools. These *Common Priority School Challenges* include the following:

1. **Instructional quality is weak and inconsistent.** Instruction is not student-centered, rigor is low, there is lack of differentiation to effectively meet individual students' needs, and there is a lack of proactive strategies to increase student engagement.
2. **Students' time in school isn't being used to effectively intervene, remediate, and provide necessary academic support.** Students enter the school performing below grade level, which makes it difficult to catch up and the existing intervention model at the school does not help students adequately fill in gaps right away before students advance through the grades.
3. **Data is not being used purposefully and systematically.** Data is not used effectively to plan for instruction or interventions, nor is it being used to motivate staff and students. Teachers and students do not feel ownership over their data.
4. **School culture is not centered on high achievement and college and career readiness.** Students are not making connections between school, college, careers, and life goals and are not receiving appropriate academic interventions to strengthen their foundational skills, build grade-level content mastery, and prepare them for post-secondary success.

III. District Actions for Priority School Transformation

The strategies outlined in this section describe how additional funding through the federal School Improvement Grant (SIG) would initiate a transformation process at each Priority school and allow the school to meet the ambitious annual goals set forth for student performance. Strategies and context specific to each Priority school are included in Sections IV and V.

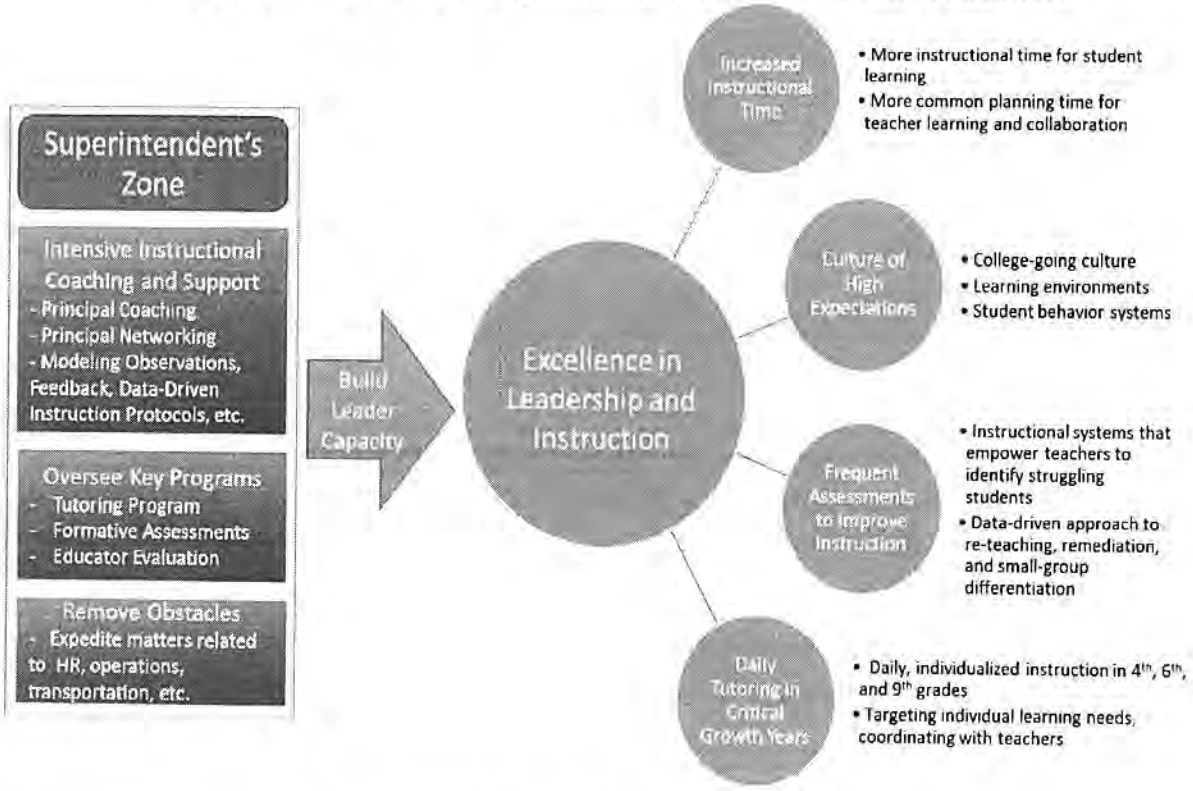
The St. Louis Public Schools (SLPS) has selected a research-based intervention model for each Priority school that will rapidly improve student performance while building district capacity to apply many of the same strategies to Focus schools in the district. The new Superintendent's Zone (more fully described in the LEA/District Actions section of this SIG application) intentionally applies the same core strategies across the eight Priority schools. These Five Turnaround strategies include:

1. **Excellence in Leadership and Human Capital:** SLPS will work with building principals to provide teachers with frequent, constructive feedback based on classroom observations from school administration that teachers can use to improve their instructional practices.
2. **High Dosage Aligned Tutoring/Double-Dosing Core Skills:** Classroom instruction will be supplemented with individualized tutoring during the regular school day. Students in 4th, 6th, and 9th grades will receive daily small group tutoring (student-to-tutor ratios of nor more than 4-to-1) in math or reading. In other grades, they will receive a "double dose" of the subject in which they are furthest behind.
3. **Increased Instructional Time:** Priority Schools will increase the time students spend on task and engaged in meaningful learning activities by re-working existing schedules to maximize learning time and extending the school year.
4. **A Culture of High Expectations and No Excuses:** SLPS Priority Schools will be staffed with personnel who believe in the ability of each child to learn and are committed to doing whatever it takes to make that learning occur. Every educator needs to be able, by training and temperament, to accelerate children's intellectual development and student achievement. Every educator must expect that 100% of students be performing at or above grade level and be in attendance 95% of days.
5. **Use of Data from Frequent Assessments to Improve Instruction:** SLPS Priority Schools will implement a coherent calendar of benchmark and interim assessments that track an aligned curriculum's standard scope and sequence throughout the school year to provide students, teachers,

tutors, and instructional leaders with accurate and timely information on each student's mastery of specific skills, allowing deficits to be quickly addressed.

Figure 4.1 outlines how the Superintendent's Zone structure and *Five Turnaround Strategies* come together as a coherent district framework:

4.1: Overview of SLPS Superintendent's Zone Turnaround Framework



The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on the core strategies of data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in effectively implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful.

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*.

While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

Crosswalk of Proposed Strategies with Transformation Model Requirements

Transformation Requirements	Objectives/Strategies
Replace principal	In 5 of the 8 Priority schools, the principal has been in place for two years or less; the principals will be replaced in the remaining three schools. Objective 2.1
Extend school year	2.3.3
Extensive professional development	1.1.3, 1.1.4, Objective 1.2, 2.1.2, 2.1.3, 2.1.4; Objective 2.3
Teacher performance evaluation based on student performance	2.4.1
Research-based instruction	1.1.3, 1.1.4, Objective 1.2, Objective 2.3, Objective 3.1, Objective 3.2
Continuous use of student data	Objective 1.2
Financial incentives for teachers tied to student performance	2.4.2
Enhanced family engagement	Objective 4.1
Local governance – principal training	Objective 2.1, Objective 5.1, Objective 5.2

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies.* While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

Objective 1.1: Establish a culture of high expectations and no excuses *as evidenced by*

- Schoolwide goals will be set and communicated for student achievement, attendance, behavior, and college-readiness; and
- Surveys of staff, students, and families will indicate a growing sense of engagement and school pride.

- Strategy 1 (1.1.1): Establish a culture of high expectations and no excuses: All classrooms, libraries, hallways, lunchrooms, and any and all central and common locations frequented by students will reinforce high standards and school-wide academic goals. The school-wide and teacher-specific student achievement benchmarks and MAP goals that are set will be readily apparent in every room in each school. Teachers will be able to state the performance goals of each individual student. Students will be able to articulate their own performance goals for teach of their core classes. Progress toward these goals, at the student and class level, will be on display in every classroom. A two-day "Culture Camp" will be conducted on the first two days of school. Students will be

introduced to the new data tracking system as each school's academic and behavioral expectations, and set individual academic and behavioral goals.

- Strategy 2 (1.1.2): Establish a discipline, behavior, and consequence/reward system across the Priority schools: An overarching culture of respect will be developed. The discipline, behavior, and consequence/reward systems for the Priority schools will be consistent across grades, and clearly posted throughout the school. Teachers will be expected to adhere to consistent behavioral and academic expectations for all students. Misbehavior will be handled in a way that does not extensively disrupt a student's learning time, for example, asking disruptive students to work individually until they are ready to re-integrate into small group work.
- Strategy 3 (1.1.3): Provide professional development for staff focused on effective class management: All staff members will receive professional development in positive, proactive classroom management. Effective classroom management will be a criterion included in every teacher's evaluation cycle.
- Strategy 4 (1.1.4): Establish a system of tiered interventions for students at risk: A data system will be set up to track students' attendance and behavior, including disciplinary office referrals and suspensions. A Student Support Team will track this data and identify students in need of additional social-emotional and behavioral support.
    - Tier 1 interventions are provided by the classroom teacher using strategies presented during professional development and may include posted classroom rules, rewards for acts of respect, and family conference and behavioral contract signed by the principal, parent, teacher and student.
    - Tier 2 interventions are provided for small groups outside of the classroom setting and may include tutoring or group counseling sessions provided through partnerships with community social service agencies.
    - Tier 3 interventions will include individual counseling and tutoring services inside and outside the school
- Strategy 5 (1.1.5): Administer a student perception survey to encourage student voice: A growing body of research is confirming that student voice is useful to assess student culture as well as teacher quality. SLPS will identify a research-based survey instrument and administer it at least annually.

Objective 1.2: Use of data from frequent assessments to improve instruction *as evidenced by*

- 100% of core instructional teachers will utilize formative, interim, and daily assessments to track student mastery and plan for instruction; and
- 80% of classroom observations will reveal teachers implementing instructional strategies consistent with data-team action plans.

- Strategy 1 (1.2.1): Administer formative assessments in math and communication arts: Formative assessments aligned to each school's curriculum and scope and sequence will be administered to students every four to six weeks to assess academic progress. Based on progress, students will be periodically reassigned into and out of interventions. For students who are assessed as proficient, extra time will allow for the addition of an engaging elective. Data reports will be generated for content teachers organized by, and aligned to, curriculum standards. Reports from the data will provide up-to-date, actionable data showing how students are performing on particular standards.

- Strategy 2 (1.2.2): Provide targeted professional development on planning instruction effectively around data: Training and support will be provided to support school teams in: 1) the use of data in goal-setting; 2) how to interpret data; and 3) how to use data to drive instruction. Each grade level will hold data team meetings so that they can use common time to analyze data as a team to determine how to best serve students. Data from formative assessments and classroom observations will be used to provide targeted feedback to teachers.
- Strategy 3 (1.2.3): Create schedule based on student needs: Achievement data will be used to make decisions on student grouping, grouping teachers for common planning and integrating interventions into schedules of students most in need. District support will be provided to assist in this process.

Goal 2: Highly Qualified Staff: Recruit, attract, develop and retain highly effective staff to carry out the District mission, goals and objectives

Objective 2.1: Recruit, attract, develop and retain highly effective school leaders *as evidenced by*

- 100% of Principal vacancies being filled with highly-qualified, experienced school leaders; and
- Each Priority school meeting its annual goals.

- Strategy 1 (2.1.1): Recruit, attract, and select highly-qualified, experienced school leaders: All Priority school principals will be assessed to ensure they have the capacity to effectively lead transformation in their schools. Across the Priority schools, the District will screen and select a transformational leader that will have a demonstrated track record in the following research-based best practices:
  - Commitment to and emphasis on spending significant time in classrooms;
  - Consistent and constant focus on results;
  - Use of data to monitor student progress and target specific areas for improvement;
  - Elimination of distractions to maximize time spent on instruction;
  - Alignment of professional development to school-wide goals and problems of practice;
  - Establishment of a cohesive culture among teachers and staff;
  - Experience reorganizing resources to attain achievement targets; and
  - Engagement of families in the education of their children

  For the three Priority schools where the principals are being replaced, the District will conduct a national search for experienced principals.
- Strategy 2 (2.1.2): Provide maximum budget and staffing flexibility to Priority school principals: Each Priority school principal will be provided with budget and staffing flexibility to create a financial plan and build a unified staff in which every member is committed to a common vision of success for every student. The principal may use this flexibility to create new staffing patterns, academic and behavioral supports, staff and student schedules, and a professional development plan, based on the flexibilities outlined in the AFT/SLPS MOU agreement.
- Strategy 3 (2.1.3): Provide intensive principal coaching on instructional leadership and effective implementation of the *Five Turnaround Strategies*: SLPS will facilitate bi-weekly coaching sessions with the principals to develop concrete plans for improving school culture, data use, scheduling, and instruction. These coaching sessions focus on improving school leadership and building collaboration among Priority schools. SLPS will support principals to improve the quality of their instructional team by providing guidelines and tools for regular classroom observations, feedback, and targeted professional development.

- Strategy 4 (2.1.4): Facilitate Superintendent's Zone Principal's Network Meetings: The District will bring Priority school principals together monthly for technical assistance and networking activities, with the goal of organizing a professional learning community to share effective practices, problem solve challenges, and troubleshoot obstacles.

Objective 2.2: Recruit, screen, and select highly-qualified experienced teaching staff *as evidenced by*

- 80% of newly-hired Priority school educators rated as "Proficient or Distinguished" according to the new educator evaluation system[1] by the end of each school year.

- Strategy 2.2.1: Recruit, attract, and select highly-qualified classroom teachers: In order to fill vacancies in the Priority schools, the District is working to identify a steady stream of committed and high-performing teachers who voluntarily sign on to the challenge of turning around schools in the Superintendent's Zone.

Objective 2.3: Provide focused professional development and coaching support to build school capacity for leveraging professional learning communities (PLCs) to effectively implement data-driven instruction *as evidenced by*

- 100% of grade-level teams will meet using structured protocols to discuss data and student work as professional learning communities (PLCs);
- 90% of teachers are modifying instructional practices as a result of goals set forth in common planning time and grade-level PLC meetings;
- 90% of classroom teachers have modified teaching strategies and techniques based on interactions with instructional coaches; and
- 90% of teachers self-report that coaches "provide useful guidance that improves my teaching".

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time: A robust professional development agenda will be annually provided to all Priority school staff.
  - Professional development will be focused on the *Five Turnaround Strategies* and key topics identified by principals and District staff.
  - Professional development will guide teachers on how to create lessons that are objectives-driven with measurable outcomes, how to input daily/weekly and monthly benchmark data into their data trackers, and how to use resulting reports to group students, assign interventions, adjust pacing, and communicate with students/families.
  - Each teacher will have an individual professional development plan that targets specific areas of growth.
  - Teachers will be grouped into professional learning communities (PLCs) and provided with regular common planning time (the amount to be determined by the principal and based on the MOU). The common planning time will focus on high-impact topics, including data-driven instructional improvement, looking at student work and teacher assignments, and

[1] The ratings of "Proficient or Distinguished" will be consistent with the standards released by the Department of Elementary and Secondary Education (DESE) in their *Missouri Educator Evaluation System*: http://www.dese.mo.gov/eq/documents/eq-ees-executive-summary.pdf.

standards-based lesson plan development. Teacher teams will maintain logs of meeting topics, decisions made, and progress of implementation.

- Strategy 2 (2.3.2): All teachers in Priority schools will use a standards-based common scope and sequence curriculum: Teachers in Priority schools will plan lessons based on what students are expected to know in order to do well on the MAP and other assessments. Benchmark goals will be set for every student, and students will know his/her benchmark goals. Teachers will be trained to use data trackers to track daily and weekly student-level progress toward each student's mastery of specific learning objectives.
- Strategy 3 (2.3.3): Provide increased instructional time and high-dosage differentiated, and tiered instruction: Each Priority school will extend the length of the school day and the school year. In order to ensure that extra time is used effectively, extending the school day will be phased in as follows: 10 additional minutes per day during the 2013-14 school year; 20 additional minutes per day during the 2014-15 school year; and 30 additional minutes per day during the 2014-15 school year. Each Priority school schedule will be audited to identify an additional 20-30 minutes a day of instructional time. During this extended time period, students who score Basic or Below Basic on the previous year's MAP in math or reading will be assigned to Tier 2 and 3 academic interventions. The primary intervention will be daily small group tutoring (no more than 4 students per tutor), delivered by trained tutors, that will address learning gaps. According to the Dobbie and Fryer study, high-dosage (full-time) tutoring yields the largest student learning gains in grades 4, 6, and 9; therefore these grades will be targeted for tutoring. Students in all other grades will receive double-doses of mathematics and communication arts instruction.
- Strategy 4 (2.3.4): Provide additional support for students with special needs: Our goal is to increase opportunities for all Students with Special Needs to be in inclusion settings. The District will assist Priority schools to design and develop IEP's detailing in which parts of the curriculum students can participate.
    - The process for identifying and assessing students for special education services will be a focus of August whole staff professional development.
    - Administrators, during formal and informal observations, will monitor staff members' implementation of IEP's and provide feedback and support.
    - Teams of SPED teachers will have common planning time each week during which time they will work to plan lessons, review and analyze student data and IEP's, create action plans, and discuss best practices. They will collaborate with general education teachers on the preparation of lessons to be taught in all classes and on assessments to be used.
    - Teachers and paraprofessionals will participate in professional development and support that is calibrated to meet the particular needs of teachers of Students with Special Needs.

Objective 2.4: Establish a comprehensive system for staff observation, feedback, and regular evaluation *as evidenced by*

- 90% of teachers self-report that they "are receiving sufficient feedback" from their supervisor; and
- 90% of teachers rated Proficient or Distinguished can articulate pathways for development and growth beyond the classroom.

- Strategy 1 (2.4.1): Implement an educator evaluation system that incorporates student growth beginning 2013-14: The District is currently finalizing the details of a new educator evaluation system that is consistent with the parameters of Missouri's model system, incorporates growth in student learning as one of multiple measures that gets factored in, and uses Charlotte Danielson's performance-based teacher evaluation rubric to evaluate professional practice. Consistent with Missouri law, implementation of the new system will begin in the 2013-14 school year for all schools with educator ratings being assigned in spring 2014.
- Strategy 2 (2.4.2): Retain and reward highest performing/high potential staff: SLPS will establish a system of evaluation and monitoring that will be used to identify high-performing/high potential staff members so that a plan can be implemented early to retain these staff members at the school. The District is currently examining the performance-based compensation structure being implemented in Baltimore City Schools as a model for rewarding teachers with mastery. Priority school educators will also be compensated extra for working longer hours and opportunities will be available for teachers to develop their leadership skills. This system is being negotiated locally and will begin implementation during the 2013-14 school year.

Goal 3: Provide and maintain appropriate instructional resources, support services and functional and safe facilities.

Objective 3.1: Curriculum in core subjects have aligned scope and sequence across the Priority Schools *as evidenced by*

- Examinations of curriculum maps and lesson planning documents.

- Strategy 3.1.1: Develop a Superintendent's Zone scope and sequence in core academic subjects: In order for more frequent benchmark assessments to be used across the Priority schools, curricular materials will need to be aligned in scope and sequence. Once a standardized and more frequent benchmark assessment system is developed, each Priority school will revise their instructional scope and sequence to ensure alignment.

Objective 3.2: Adequate and effective instructional and intervention materials are in place for every Priority school *as evidenced by*

- 90% of staff surveys confirm that instructional materials are sufficient to meet students' needs

- Strategy 3.2.1: Ensure that teachers have sufficient instructional materials and leveled libraries to meet students' needs: Part of the needs assessment with schools included an inventory with school leadership teams to ensure that curriculum materials and libraries are sufficient to meet student needs. Resources are being allocated to ensure that these needs are being met in each Priority school.
- Strategy 3.2.2: Provide schools with up-to-date instructional technology: In order to ensure students are Common Core ready, the Priority schools will need to provide access to computers and tablets to develop key areas of skill. Each Priority school will update their technology as needed to facilitate this transition.

Goal 4: Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational

Objective 4.1: Establish ongoing mechanisms for parent and family engagement *as evidenced by*

- 80% of parent surveys show that they understand what their child is supposed to do and needs to be working on in school

- Strategy 4.1.1: Improve communication with parents and families: District staff will work with school leadership teams to plan events and activities designed to foster parent and family involvement and to identify and support the cultural differences among school families. At the beginning of the school year, we will communicate with parents about the changes to the school and opportunities it will create for them to play an active part in their children's educational improvement.
- Strategy 4.1.2: Engage families as partners in the school transformation process: With the goal of improving student attendance and time on learning and reducing the truancy and suspension rates, families will be encouraged to participate as partners in the school. Some of these events will involve tutorials about how to understand student performance data. Student progress data will be shared with families on a regular basis through student data reports sent home and in-school family events where they are educated about how to understand their students' interim benchmark results and strategies to support future success.

Objective 4.2: Create structures for community organizations to add value and not distract from the school's mission *as evidenced by*

- Feedback from administrators, counselors, and social workers.

- Strategy 4.2.1: Create an inventory of community partners with relationships with each Priority school: In order to ensure that the existing community partnerships are adding value and not distracting from each Priority school's transformation, the District will catalogue each partnership and identify the purpose. Once this inventory is created, each partnership will be reassessed to ensure it is consistent with the school's priorities. If the assessment finds a lack of alignment with the school's priorities, the partnership will be phased down or discontinued entirely to ensure that staff time is spent most effectively.
- Strategy 4.2.2: Seek new community partnerships to address gaps in student services: Community resources vary from school to school, so the District will identify gaps in student services and identify partnerships to help address those student needs. Such partnerships may include out-of-school enrichment and athletic activities, services to address students' non-academic barriers to learning, or after school partnerships.

Goal 5: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the district.

Objective 5.1: Implement process to ensure 100% of Transformation requirements are met in reorganizing each Priority school by August 2013 *as evidenced by*

- Alignment with Transformation checklists.

- Strategy 5.1.1: Create monitoring and reporting structure to ensure compliance with Transformation requirements: District staff will include periodic check-ins with Priority school staff to confirm implementation of Transformation model components.

Objective 5.2: Reorganize District central office structures to ensure an effective, systemic, coherent leadership process is established *as evidenced by*

- Feedback from school leaders about the usefulness of the new Superintendent's Zone structure; and
- 100% of Priority Schools meeting annual goals after three years.

- Strategy 5.2.1: Create new Superintendent's Zone structure to ensure implementation of the Five Turnaround Strategies across the Priority Schools: The new Superintendent's Zone structure will be developed consistent with the description in this application and new District staff will provide the deep instructional support, high-dosage tutoring, central office "rapid response", and progress monitoring across the Priority schools.

Overview of School-Specific Implementation

The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful. In the individual school-level sections, we have listed the above strategies and provided additional detail to explain how the model will be customized based on the findings of the needs assessment.

IV. Meramec Elementary School Needs Analysis

Background

Meramec is a Pre-School -5th grade elementary school. The school currently enrolls 285 students – 100% of students are African American. Of these students, 13% are classified as special education. 99.3% of all students are eligible for free or reduced price lunch. 17.89% of students are classified as homeless. The school's average daily attendance rate is 93.4%.

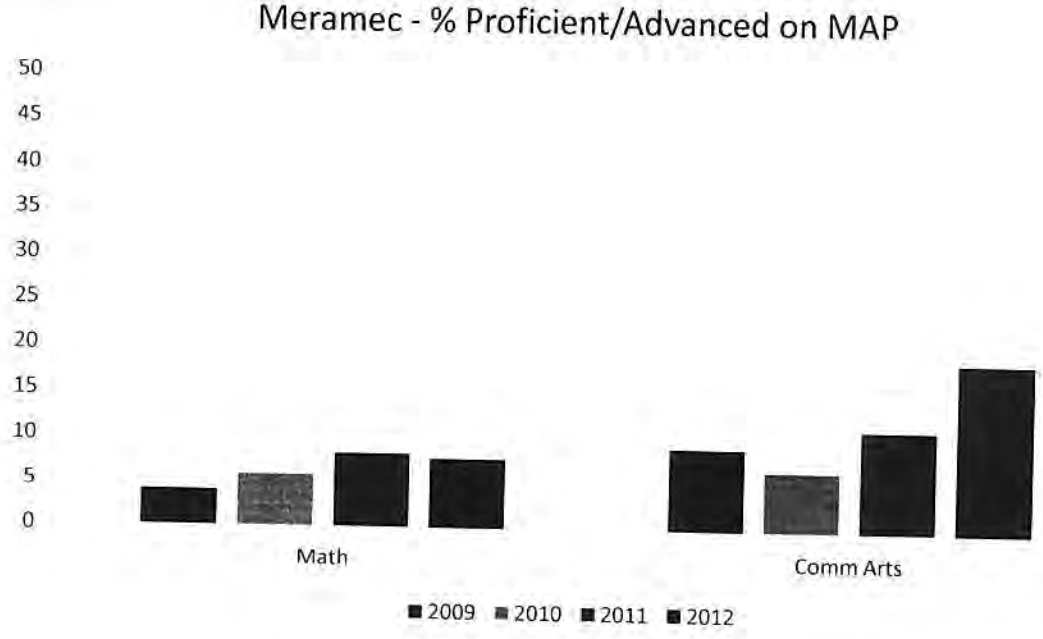
Meramec's current principal just completed her second year at Meramec, after having worked as an assistant principal in a SIG school in another district. The current principal represents the second change in administration since 2010. Meramec has a veteran staff with an average of 16 years of experience. 19% of the staff possess advanced degrees.

Meramec was ranked among the lowest achieving 5% of Missouri schools and was designated as a Priority school. In the draft MSIP 5 data released in March 2013, Sumner received 13.5 points out of a possible 70 (19.3%).

Key Concern #1: Student Performance in Math is flat

Despite significant improvement in communication arts performance since 2011, student performance in mathematics remains flat. The school leadership team's expertise in reading instruction is accelerating student achievement in communication arts, but new expertise and instructional coaching is needed in mathematics. **Meramec Elementary needs support in improving mathematics instruction across the school.**

Trends in MAP Performance



Trends in Formative/Benchmark Assessment Data

While Meramec's performance in mathematics continues to be a significant challenge, some of the strategies being implemented during the course of the 2012-13 school year seem to be making a difference, with the Acuity B in math and ELA for most grades "On target for 10% increase".

Acuity Conversion to MSIP 5 MPI Values

Content	Grade	MAP 2012 MSIP MPI	10% Target Increase	Acuity C 2012 MSIP 5 MPI Value	Acuity A 2012 MSIP 5 MPI Value	Acuity B 2012 MSIP 5 MPI Value	ON Target for 10% increase based on Acuity B
ELA	3	226	249	230	265	248	NO
MATH	3	218	239	246	272	268	YES
ELA	4	231	254	241	275	283	YES
MATH	4	214	235	257	265	270	YES
ELA	5	221	244	276	261	310	YES
MATH	5	236	259	239	283	260	YES

Key Concern #2: School staff has insufficient capacity to meet students' social, emotional, and health needs

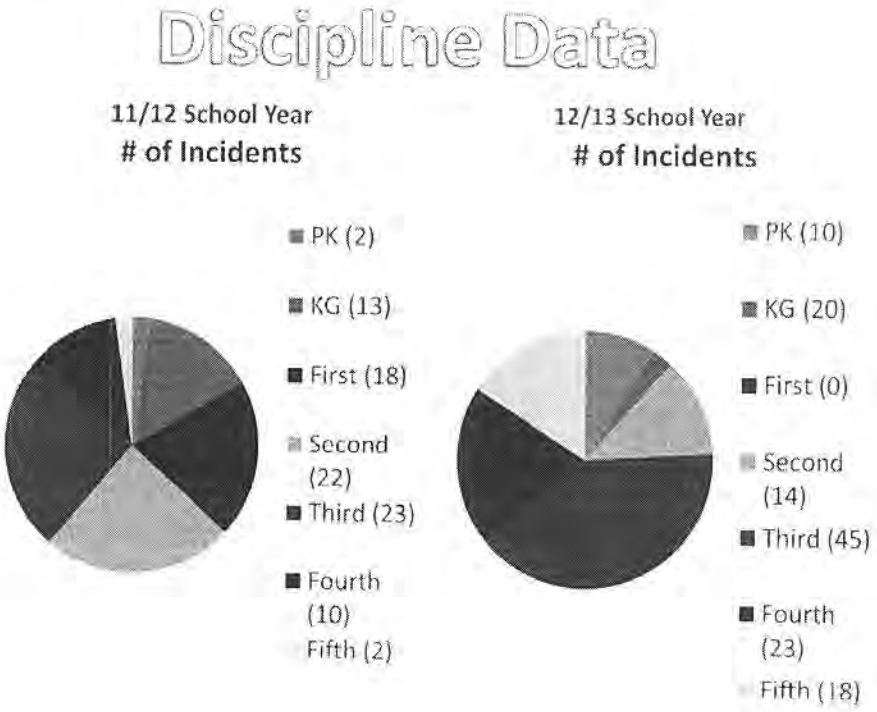
Student enrollment at Meramec rose significantly across grade levels during the 2012-13 school year, straining the school's capacity for classroom and behavior management. Discipline incidents were on the rise in all grades. Additionally, Meramec has a highly mobile population with significant non-academic barriers to learning. **Meramec elementary needs additional support to diagnose and address students' non-academic barriers to learning.**

Enrollment trends

School-wide, enrollment increased by more than 20% from 2011-12 to 2012-13 with the biggest increases coming in kindergarten where the enrollment nearly doubled and in 3rd and 4th grades where there was a 44% increase and 38% increase respectively.

School Year	PK – 5th	PK	KG	1st	2nd	3rd	4th	5th
2010 - 2011	257	36	46	41	37	30	28	39
2011 - 2012	241	35	38	36	42	34	29	27
*2012-2013 As of 01.2013	298	31	74 (TA)	40	37	48	40	28

The increased enrollment came unexpectedly and the school had to "split" classrooms in order to serve all students. This meant that behavior incidents were more disruptive to more students. While the percentages of discipline incidents-per-student went down in the 2012-13 school year, the overall number of behavior incidents increased.



Currently, Meramec has a part-time social worker and a part-time counselor to support the administration. Meanwhile, the number of students in transition holds steady at around 20% at any given point in the school year.

V. Priority Implementation Strategies for Meramec Elementary School

Meramec Elementary school has an unusually challenging student population (both in size and need). The current instructional leadership team has demonstrated capacity to improve the quality of instruction in communication arts, but needs support to establish consistent instructional improvement in math. The following strategies will be a high priority for Meramec in its Transformation plan.

- Strategy 1.1.4: Establish a system of tiered interventions for students at risk

There is limited capacity at Meramec Elementary School to systematically drive the quality of classroom instruction without having strong systems in place to support students' social, emotional, and health needs. With over-populated enrollment and an unusually high percentage of homeless students, the same people that should be driving instructional improvement are spending large portions of their time interacting with families and local agencies to address Meramec students' non-academic barriers to learning. Meramec Elementary must develop a system that meet students' social, emotional, and health needs in a way that frees up instructional leaders to improve the quality of teaching and learning.

The District's implementation support to Meramec will provide expertise and assistance in developing systems of support that address student's non-academic barriers to learning. District staff will work with the staff at Meramec to create systems and structures for the following key functions:

- Implement a proactive system of identifying student needs in key academic and non-academic areas leading to both school-wide supports and targeted student services;
- Customize interventions for high-risk students by integrating a range of resources including prevention, enrichment, early intervention, and intensive/crisis response services, to tailor the student services from both within the school and the larger community; and
- Monitor school program effectiveness, integrate in-school social workers with school-wide practices, and connect families to services by convening relevant agencies and organizations.

If Meramec Elementary is to continue accelerating student achievement, instructional leaders in the building must be freed up to focus on teaching and learning.

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time.

Structures for professional development at Meramec are not consistent, differentiated, or significant enough to rapidly improve teacher practice in mathematics. While capacity has been built in the area

of communication arts professional development, there is a lack of capacity to provide targeted instructional coaching that can facilitate substantive and intensive teacher development in math instruction.

The District's implementation support to Meramec will provide intensive assistance to build the instructional leadership team's capacity for developing teacher practice in math instruction. The district's Instructional Leadership Officer (ILO) will work with the staff at Meramec to design a coordinated professional development plan that aligns with Common Core standards generally and teacher needs specifically in math content and instructional strategies. The plan will address the individual and collective needs of staff at Meramec and ensure that professional development is embedded as an integral part of daily routines. The ILO will prioritize building Meramec's capacity for the following practices:

- Ensuring school teams take active roles in promoting creating, and leading professional development by leveraging internal expertise;
- Strategically leveraging external partners and trainers as needed;
- Modeling effective job-embedded coaching and other supports that provide follow-up on the implementation of what is learned through PD; and
- Developing the systems so that staff members hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation.

VI. School-Level Funding Priorities for Meramec Elementary

All new positions funded through SIG will have clear performance benchmarks defined to ensure that they are making an impact on student learning. Progress toward achieving these performance benchmarks will be assessed annually, and those positions may be eliminated based on the outcome of the assessments.

Strategy 1.1.5 ME: Hire a full-time PBIS Interventionist for Meramec Elementary to manage staff training on PBIS and student discipline for the school: Current administrative staff at Meramec should be primarily focused on improving instruction throughout the school. The principal and Academic Instructional Coach (AIC) spend 70%-80% of the school day in classrooms and do not have the bandwidth to drive instructional improvement school-wide and perform all the duties necessary to meet student's non-academic barriers to learning. Meramec will hire a PBIS interventionist to build the capacity of staff to implement PBIS across classrooms while performing many of the functions of a Dean of Students. Through this position, staff will be trained in the following areas:

1) structured team-based leadership processes;
2) data-driven decision making to meet students' non-academic needs;
3) continuous monitoring of student behavior school-wide and with a specific focus on students most in need of services;

4) regular universal screening of students' non-academic barriers to learning; and
5) on-going professional development and training.

Expanding PBIS will build teacher capacity for effective classroom management and preventive discipline policies. Professional development and support for this position will be fully aligned to the District activities outlined in Objective 1.1 of the LEA/District Plan. SIG funding at Meramec will fund a PBIS Interventionist position ($183,000 over three years).
(Key Concern #2)

Strategy 1.1.6 ME: Hire a full-time social worker for Meramec Elementary to adequately meet students' non-academic barriers to learning: With a highly mobile student population and 1 in 4 students coming from a family in transition, a part-time social worker is not enough to systematically diagnose and meet students' social, emotional, and health needs at Meramec. Professional development and support for this position will be fully aligned to the District activities outlined in Objectives 1.1 and 4.2 of the LEA/District Plan. SIG funding at Meramec will fund a full-time social worker ($117,000 over three years).
(Key Concern #2)

Strategy 2.3.5 ME: Hire an academic instructional coach (AIC) with expertise in mathematics content instruction: Meramec Elementary has made significant progress in the past two years with instruction in communication arts. However, Meramec currently has limited instructional leadership expertise in mathematics. The professional learning community, tiered instruction, flexible grouping, and data-driven instruction structures at Sumner are working in communication arts – we need the same results in mathematics. A new AIC with math expertise will work with Principal Curtis to leverage the professional learning foundation at Meramec and accelerate student learning in mathematics across the school. SIG funding at Meramec will be used to hire a new academic instructional coach (AIC) with expertise in mathematics ($260,250 over three years).
(Key Concern #1)

Strategy 3.2.3 ME: Provide updated technology to enhance classroom instruction and ensure Common Core-aligned activities: Currently, teachers at Meramec Elementary are using instructional technology effectively where it is available. The two existing Promethean Boards are in high demand by teachers to focus students' attention and provide a platform to boost the interactivity of lessons. Additionally, the desktop computers in classrooms are insufficient in number to accommodate the new academic interventions this grant will be funding. SIG funding at Meramec will be used to upgrade technology for mathematics and communication arts support ($23,000 over three years).
(Key Concern #3)

Strategy 3.2.1 ME: Provide fully-stocked classroom leveled library for Meramec: Current libraries at Meramec have insufficient reading materials and limited options for students. As the quality of communication arts instruction continues to improve and teachers develop increasing skills in

differentiated instruction and tiered interventions, a wide range of leveled reading materials will be essential for student proficiency in literacy, science, and social studies. Currently, libraries at Meramec are insufficient to serve this purpose. SIG funding at Meramec will be used to put in place a leveled library in classrooms ($10,000 over three years).
(Key Concern #3)